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ABSTRACT

This handbook brings together information on the who, what, where, when, why, and how of adult basic education (ABE) research in Australia. Chapter 1 describes the ABE Research Project that developed this handbook. It summarizes the rationale and context for the project, describes its aims and content, provides details of the information gathering and research process as well as the computerization of the data base, and highlights the outcomes and projected follow-up. Emphasis is on the ABE Research Database, its organization, and format of its entries. Chapter 2 draws together impressions about ABE research in Australia formed in the process of the project. Future priorities for research are listed. Chapter 3 covers a range of issues for doing research in ABE. It provides guidelines for getting started in ABE research, considerations of quantitative and qualitative approaches as they relate to ABE, and references for following up ideas and techniques in detail. Chapter 4 provides a list of the following sources of information for research in ABE: databases and clearinghouses; bibliographies; overviews; organizations, journals, and newsletters; research/teaching centers and courses; and key references by topic. Definitions of the source begin each section. Each source is then described, and a contact for further information is provided. Appendixes include the project survey, lists of survey respondents and people and organizations contacted, an alphabetical list of database keywords, notes on submitting projects for funding, a list of relevant journals and newsletters, and 74 references. (YLB)

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ADULT BASIC EDUCATION

RESEARCH HANDBOOK

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ADULT BASIC EDUCATION

RESEARCH HANDBOOK

by

TERRI RYAN

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Introduction

The aim of this handbook is to bring together information on the who, what, where, when, why and how of adult basic education research in Australia. It came about in response to the needs of practitioners and researchers.

The handbook is for anyone wishing to do research in adult basic education. It is for the use of researchers at all levels - those with no prior knowledge of research in the area as well as those wishing to locate specific information on adult basic education content areas or methodologies.

The handbook covers:

1. The Adult Basic Education Research Project
2. Adult Basic Education (ABE) Research in Australia: past, present, future
3. Doing Research in ABE : principles, approaches, techniques
4. Sources of Information for Research in ABE

The Handbook developed as a process and an outcome of the ABE Research Project, carried out with funding from the NSW TAFE New Initiatives Program, 1989-90. The project also had significant support from ITATE (now the School of Adult and Language Education, Faculty of Education, University of Technology, Sydney), the Adult Literacy Information Office, Sydney and Cooma College of TAFE.

I would particularly like to thank the following people: Jill Rossiter, Senior Education Officer, New Initiatives, for her ongoing support for the project; Rosie Wickert, for her professional interest and input, as well as valued practical help with resource support and editing; Ingrid Spielman, for help with preparing the final draft for publication; and Diane Dell and Robert Mealyea for reading and commenting on early drafts.

The content and structure of the Handbook have been shaped by input from practitioners and researchers through personal contact, participation in workshops and discussions, and through responses to a research survey. This input is gratefully acknowledged.

The context of International Literacy Year has been a most exciting and challenging time to prepare this Handbook. The amount of research in progress has increased dramatically this year. The diversity of activities developing in the field and impacting upon it have made the task of keeping up with events a difficult one at times. The Handbook, together with the Database, is in any case, a starting point. If you have information that may be useful for an updated edition of the Handbook or for ABE educators or researchers generally, please contact:

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Adult Literacy Personnel in Australia)
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Chapter 1
The Adult Basic Education Research Project

How the project came about

The impetus for the ABE Research Project was provided in a session at the 1989 NSW Adult Literacy Council conference where Rosie Wickert, President of the Council, discussed her research into adult literacy levels in Australia, and tapped a latent interest in wider ABE research issues. This was followed by another session at the Adult Literacy Information Office in Sydney in June, 1989, where people interested in research in ABE met to discuss the issue further. The workshop made clear that there were many research skills and experiences present in the group which we were largely unaware of. The need for further research in ABE was unanimously acknowledged.

However, those with recent ABE research experience expressed a frustration with trying to locate relevant material. They reported spending hours trying to find anything vaguely related to what they were doing. Problems included the inadequacy of descriptors in current indexing and database systems, and the fact that research at many levels, from grassroots to national projects, was often not readily accessible. The other issues that emerged were the need for networking to pool our collective research knowledge and experience, the need to document sources of information for ABE research and the need for basic how-to guidelines and reference points for people wanting to get started in adult basic education research. The ABE Research Project came about in response to these needs.

A submission was prepared, based on the input and needs of workshop participants, and funding was provided through the NSW TAFE New Initiatives Programs. The following summarises the wider rationale and context for the project, a description of its aims and content, the process and the outcomes.

Why the project was needed

Four specific areas of need were identified:

1. Needs of policy-makers

In an address to the NSW Adult Literacy Council state conference on 22nd April, 1989, Senior Policy Advisor to the Education Minister, Andrew Harper, stated that :

> *'I have formed the impression that the information base regarding literacy questions and programs seems to be poor. Somehow we...have to improve the information we present regarding present programs and*

> *their outcomes. The government spends millions of dollars each year on literacy programs, yet has precious little information about where the students are, the extent of their problems and their outcomes.'*
> (Harper, 1989:7)

This issue has surfaced often in recent times as accountability becomes an increasingly important component of education programs. There is the suggestion that very little has been done to document needs and outcomes in ABE. It seems, however, that the reason for the poor information base is not so much a lack of concern about the need to be accountable, but rather a problem of the accessibility of information. This project aimed to locate material and make it accessible so that the information base regarding student outcomes and programs reflects the activity and expertise in the field. Further research is also required to extend the base of knowledge in the field. This is facilitated by documenting the current state of knowledge and by providing models for further exploration.

2. Needs of program providers

Program providers (eg. TAFE, AMES, community programs, Corrective Services) need this information to justify recurrent funding, program structure and contexts for delivery in adult basic education. Crucial components of effective programs such as appropriate teacher/student ratios, staff development and support infrastructure and individualised learning need to be maintained and research provides the rationale to ensure their maintenance. TAFE, the largest provider of ABE programs, particularly requires this information to maintain and extend its high quality ABE programs.

3. Needs of ABE practitioners and researchers

The research workshops identified the need for this project as a high priority. Teachers generally need to be aware of research issues and the importance of ways and means of documenting the outcomes and processes of their teaching. Higher education students working in ABE and related fields need an information base for further research in the field. Information is required on the extent of current knowledge and provision, appropriate methodologies, ways of accessing information and priorities for research.

4. Needs of professional literacy organisations

Organisations such as state adult literacy councils and the Australian Council for Adult Literacy need research information to argue for continued support of ABE and the extension of current provision. This is particularly important in the context of following up the increased public awareness and understanding of literacy issues generated by International Literacy Year.

When these four needs are considered in the context of current provision in the research area, the rationale for the project is highlighted further. Research has been carried out by individuals, ABE organisations, higher education institutions, under the National Policy on Languages and as part of International Literacy Year. There has been, however, no central organising mechanism for bringing this research information together to support provision, processes and outcomes.

What the project aimed to do

1. To collate and document available research information on ABE in Australia, with a particular focus on student needs and outcomes in ABE and the qualities of teaching practice and program structure which lead to positive outcomes.
2. To set up an ongoing computer database for accessing research in ABE
3. To establish priorities and issues for future research
4. To facilitate the extension of the information base on ABE and to bring this information within the reach of policymakers, practitioners, researchers and providers.

What was the project

Essentially, these aims could be achieved through producing two key research tools :

1. The Australian ABE Research Database

This involved a number of processes which are outlined in detail in the following sections. It is a collection of ABE research, indexed, placed on a computer and printed in hardcopy format, so that specific information can be accessed according to need. It aims to draw together research at the grassroots, state and national levels. The emphasis throughout was on ensuring availability and a point of contact. The process of developing the database meant that the problems of locating and accessing information could be overcome.

2. The ABE Research Handbook

This aims to consolidate the ABE research field and the means of working within it. It provides an overview of the area, a documentation of the project, a discussion of ABE research issues, guidelines for good practice and processes and sources of information. Overall, it aims to encourage further research in ABE by making the process easier.

In addition to this, the project focussed throughout on raising the profile of ABE research through networking and encouraging discussion. A workshop was held to provide the opportunity for input. Visits to key researchers and research centres were a central part of the information gathering process.

How the project was carried out

The project was carried out on a full-time basis for four months, with part-time follow-up (one day a week) for six months.

There were three main stages to the project :

1. information gathering
2. organising the database
3. writing the handbook

The first two stages are discussed in detail in the following sections.

Information Gathering

The first phase of the project focussed on initial meetings with key policymakers, practitioners, researchers and providers to locate available research material and identify needs. To supplement this, a survey on ABE research was prepared and distributed widely to workers in ABE and related fields. In addition, 300 surveys were sent to higher education course co-ordinators in ABE and related areas to tap research being carried out at that level in fields such as applied linguistics, literacy teacher education, Aboriginal education and mathematics education. A copy of the survey is included in Appendix 1. It was not the type of survey where you expected a 50% response rate; it was a very broad survey sent out into unknown areas to find out as much as possible. The returned surveys reflected widespread support for the aims of the project; responses were detailed and informative. Comments testified to the difficulties of individuals trying to locate previous research material in areas they had chosen to research.

The survey responses fed into the project at a number of levels : locating research, documenting research, making contacts, finding out sources of information, assessing needs, and gathering ideas and information for the handbook. The input from the survey appears in various shapes and forms throughout the database and this handbook. The handbook particularly is a collection of this information, pooled from practical knowledge and experience, supplemented by my own research and follow-up of these responses. The broad response again indicated the high regard held for adult basic education in general and research in the area in particular. A complete list of the respondents to the survey is included in Appendix 2 and indicates the valuable expertise tapped and drawn together in the project.

In addition to the survey, literature searches via the ERIC database and the Australian Education Index (AEI) were carried out to locate research for the database. Previous literature searches on adult literacy and numeracy carried out through the Adult Literacy Information Office and by Rosie Wickert were also located.

Key research people in ABE and related fields were contacted. This involved visits within Sydney, Melbourne, Armidale and Wagga, to such institutions and organisations as universities, TAFE colleges, Board of Adult Education programs, policymakers, resource centres, state adult literacy and numeracy councils, research centres and social service organisations. A full list of people and organisations contacted as part of the information gathering process is provided in Appendix 3. Research information for both the database and the handbook was gathered piece by piece following leads from the survey, print information and personal contacts.

Organising the database

Selection criteria

As research studies were gathered, they were read and assessed for suitability for the database. Figure 1 shows the steps followed in acquiring and selecting documents for the database.

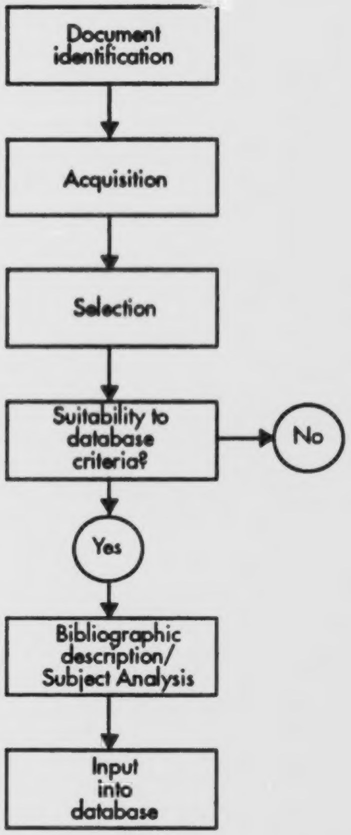
Document identification
Acquisition
Selection
Suitability to database criteria?
No
Yes
Bibliographic description/ Subject Analysis
Input into database

Figure 1: Steps showing the process of acquiring and selecting documents for the database (Quinn & Findlay, 1986: 169, in Judge & Gerrie, 1986.)

The criteria for the selection was that the material had to be :

1. Research
2. Australian
3. Focussing on adults
4. Specifically about adult basic education
5. Quality research

Defining these criteria was not an easy task; issues continually emerged and definitions had to be reconsidered and redefined. Viewpoints of researchers and practitioners were sought through workshops and discussions and this was taken into account in the decision-making process. The final definitions and rationale for inclusion for each area follows along with comments on any exceptions and their justifications.

1. Research

Research was broadly defined. The needs of practitioners was kept in mind as well as the needs of researchers, providers and policymakers. The importance of models for future research, particularly in areas where information gaps exist, was considered a key issue as this was one of the problems cited by previous researchers.

Research was defined using an extension of the definition employed by Long, Hiemstra et al, (1980 : xiii). This identified three types of research; the fourth, naturalistic modes, was an addition.

i. Experimental Research

- Based on a design primarily used to test hypotheses concerned with cause and effect or a design that uses control groups, randomisation procedures and manipulation of independent variables to see their effect.
- These variables are usually quantitatively described.
- There are not many of these studies in the ABE literature because as useful as it is in other settings, it is not particularly suited to the nature of our research questions.

ii. Descriptive Research

- Based on designs that require survey and descriptive activity to assess the characteristics of a population or to study the relative incidence, distribution and interrelationships of factors.
- This usually focusses on people and facts about their beliefs, opinions, attitudes, motivation, behaviour and skills.
- This is the main type of research model in the ABE database, as it is in adult education research generally (Dickinson & Blunt, 1980, c. Long, Hiemstra et al, 1980:50)
- Key types of research studies here include : surveys of literacy levels, surveys of literacy/numeracy needs and provision, evaluations of program effectiveness, outcomes and case-study research.

iii. Historical Research

- Based on critical investigations of events, developments and experiences of the past, the careful weighing of the validity of information sources and the interpretation of evidence.
- Key studies here include accounts of historical perspectives on adult literacy levels in Australia in the 18th and 19th centuries, the development of adult literacy/numeracy programs in Australia in the 1970s and volunteer issues.
- Overviews of research in a given area have also been included because of the historical perspective and valuable information base they provide for future research efforts.

iv. Naturalistic Research

- This covers the newer types of research modes developed and pioneered mainly from sociology fields and now being widely applied in education in general and the study of adult education in particular.
- Research approaches here include ethnography, action research and grounded theory. Whilst their content may be descriptive or historical, the whole research approach is qualitatively different in its assumptions and methods.
- These approaches are distinct and different from each other, but generally focus on a humanistic approach of studying problems and issues in their natural contexts by, for example, observing and becoming part of the group being studied.
- They tend to work from data such as observations, interviews, field notes and case-studies to develop theory, rather than working from the theory to the data. The emphasis is on qualitative data.
- The fact that the process of research and the effects of 'being researched' will influence the situation is also acknowledged and taken into account as part of the research design.
- These naturalistic or qualitative approaches are explored more fully in Chapter 3.

The research in the database is covered by one of these four categories, apart from one or two exceptions. These are mainly program descriptions, with some evaluation, in areas where few prior models exist, such as a pilot numeracy tutor training program in Victoria. Whilst not strictly research, it was considered too important to leave out such program descriptions, especially in the numeracy area, as little material currently exists to provide a basis for developing research angles and questions .

2. Australian

The decision to focus only on Australian research was based partly on the need to limit the scope of the project, but also on the fact that material in our own backyard is often the hardest to find. Most Australian ABE research located during the project was not listed in any educational index or database. A search of the ERIC database, for example, using the two descriptors - Adult Basic Education and Research yielded 338 references. When this field was further specified to Australian ABE research, the list shrank to 6 references. Of these, only 2 were suitable for inclusion in the database.

The Australian Education Index (AEI) was more helpful, but still only produced a small number of references. The rest of the material was found on private bookshelves, in resource centres, research centres and libraries, with no easy way of locating them except through networking, contact with researchers and often stumbling upon them. As overseas research seemed easier to find, the decision to focus on Australian ABE research seemed justified and long overdue. The focus on local ABE contexts and information means that our expertise and the qualities of our research are documented and made accessible.

This is not to say overseas research is not important; it is vital to our own research information base and innovation. However, individual researchers can access overseas information through databases, indexes and bibliographies. Information on these sources is provided in Chapter 4.

3. Focussing on Adults

It is generally much easier to locate material on basic education related to children than adults. Again, literature searches with many references diminish significantly when 'adult' is used as a descriptor. No specific age or grade level was used; rather the focus was that the material should be primarily concerned with post-school needs and provision in basic education. Studies dealing with secondary school students were not included. It is acknowledged that these students could become adult basic education students, but it was important to specify and limit the scope to research on adults to achieve the aims of the database.

A few people, via the survey or personal contact, challenged the notion of concentrating purely on adult research. It was suggested that we may not be keeping up with research in child literacy and numeracy areas and that there may be duplication of resources and projects. My argument to these points is that we have been drawing from the research and practice of child literacy and numeracy but that these models are inadequate in dealing with the special problems confronted in ABE. Nor does special education, for example, provide all the answers. ABE is a field in its own right and such issues as vocational literacy, workplace literacy and the social costs of inadequate literacy/numeracy, for example, are primarily issues that affect adults. I also am familiar with the sense of uncertainty in translating research based on children to its possible implications for adults. Research needs to be carried out specifically with adults to address their special needs, situations and learning styles, rather than relying on guesswork and extrapolation. By consolidating our own research knowledge base, sharing between the fields of child and adult literacy can be enhanced where that sharing is appropriate.

4. Specifically about Adult Basic Education

It was necessary to limit the scope of content of research also. The literature on reading theory and research, for example, is one of the most extensive in education. Whilst this impacts upon ABE and is an integral part of our practice, to cover this field was impossible in terms of time and impractical because this information is readily accessible via other sources.

Another example is the area of Non-English Speaking Background learners. Research information on NESB learners has been included where the subject is specifically adults and specifically literacy skills. The field of adult migrant education was just too large to tackle without having clear limits on the research to be included. A database for adult migrant education, CHAMES (Clearinghouse for the Adult Migrant Education Service) is being reactivated through NCELTR (National Centre for English Language Teaching and Research) at Macquarie University, and this will cover a much wider field of NESB related issues including literacy. The MAIS (Multicultural Australia Information System) also covers this area but from a much broader perspective. (See Chapter 4 for further information).

The difficulty in defining 'adult basic education' is a recurring problem. I must admit a sense of intuition based on practical experience played its role in defining research suitable in terms of 'adult basic education'. The criteria mainly relates to my experience of the appropriateness of content and levels through teaching in ABE programs. This distils to education adults need or want to satisfy their personal and vocational aims in terms of basic literacy and numeracy skills. The main focus is on assisting with the ability to comfortably and confidently do the literacy and numeracy tasks required in daily life. No cut-off point in terms of grade-level or schooling can be given.

5. Quality Research

The issue of the quality of the research was an overriding concern. This was one of the most difficult aspects of the process: What was appropriate ? How many flaws make research unacceptable? Is research based on an outdated or inappropriate theoretical model perhaps still useful historically or as a point of departure for further research ? These issues were considered and reconsidered. The ultimate yardstick was serving the needs of the potential users of the database and minimising the possibilities of misuse. This implied that the research should be based on sound adult learning and literacy/numeracy principles and practice. Where some doubts exist, this is mentioned in the abstract of the database. To sum up the approach taken :

> *'Quality is the single most important selection criteria and although a document may satisfy other criteria, it should be rejected if the quality is not sufficient.'*
> (Quinn & Findlay, 1986:174, in Judge & Gerrie, 1986)

Apart from these five broad criteria for selection, accessibility was also of fundamental importance. The database aims to overcome the problem of inaccessibility of information, so for each entry in the database, an address or phone number is given to assist in locating the research information. A clearinghouse mechanism has at this stage yet to be established, so access to the research is via publications, central access points such as the Adult Literacy Information Office in Sydney, or individual researchers or institutions.

Bibliographic description

As research was selected as suitable for the database, it was recorded on the blank indexing sheet shown in Appendix 4. Both completed research and research in progress were recorded and included in the database. The completed indexing sheet shown in Figure 2 shows the nature and scope of the database entries.

The indexing sheet was developed for the project based on the structures used by the National TAFE Clearinghouse (1989) and the Australian Council for Educational Research (Lavender & Findlay, 1984). Most of the information was fairly straightforward; the abstracts and keywords, however, posed particular challenges.

Abstract

An abstract was included to give people an idea of the extent and content of the research material to see if it suits their requirements. Where abstracts were already in existence - eg. Australian Education Index abstracts, original document abstracts - these were used as the abstract, in full or part. For the majority of documents, it was necessary to write an abstract summarising the content. It was surprising that many researchers did not make this final synthesis in the form of an abstract preceding the document. A summary of this type would certainly assist future research compilers and enhance the communicative value of the research generally. As this was not an annotated bibliography, the focus in the abstract was on description of content rather than evaluation. Reliability of the abstract in terms of reflecting the original document has been an aim throughout.

ABE Research Project: Indexing Information

Title:	English in the Workplace: A Shrewd Economic Investment
Publication Date:	1989
Author:	George Miltenyi
Institution:	Office of Multicultural Affairs
Place:	Canberra, ACT
Publication Type:	Research Summary
Source:	Peter O'Connor, NSW Workplace Basic Education Resource Project
Availability:	Adult Literacy Information Office, Sydney, (02) 699 8955 Office of Multicultural Affairs, Canberra, (06) 2715111
Notes:	54pp summary; full report is 2 volumes
Suggested Keywords:	Vocational literacy, Workplace literacy, Workplace basic education, Economic factors, Employers, Outcomes, Social benefits, Non-English Speaking learners, Cost-effectiveness
Abstract:	This research report aims to identify people and organisations who have benefited from the Adult Migrant Education Service (AMES) English in the Workplace Program (EWP) and to quantify its effectiveness. Specifically, it outlines the economic and social benefits to the employer and the employee from increased language proficiency in workers of a Non-English Speaking Background. Issues include: factors influencing learning gains, outcomes, employer issues, funding, service delivery models, and teaching related issues.

Figure 2: Example of a completed indexing sheet.

Keywords

The keywords posed the single most challenging aspect of the project. The issue will be discussed here at some length for it involved 'defining' the whole area of ABE research in Australia. This information will also help the user of the database and anyone wishing to set up databases in a similar area.

Keywords, also known as descriptors, are developed as a form of controlled vocabulary to help communication between the searcher and the system, whether the information is in book form (hardcopy) or on computer. Keywords are assigned to indicate the main content of the piece of research or writing. A thesaurus or list of keywords is developed from this to enable searchers to better find the 'label' for what they're looking for. Users of the system use keywords to locate relevant documents in the database.

The inadequacy of current descriptors for ABE research has been mentioned by practitioners and researchers. It seems that the growth of ABE as a field has not been accompanied by a growth and development in the means of documenting its practice. Whilst adult basic education is covered by, for example, the Australian Thesaurus of Education Descriptors (Lavender & Findlay, 1984), a sample of terms and their definitions (see Figure 3) indicates that the descriptors used are way out of step with the breadth and sensitivity of the issues in the field.

ADULT BASIC EDUCATION	Jan '84
	340
SN	Remedial education provided for undereducated adults, usually with emphasis on literacy, numeracy and social skills most needed to enable them to function adequately within their community or to reach a specific goal
UF	Fundamental Education (Adults)
BT	Adult Education
RT	Adult Literacy Adult Reading Programs Basic Skills Compulsory Education Functional Literacy Literacy Education Migrant Adult Education

ADULT LITERACY	Jan 84
	460
UF	Illiterate Adults #
BT	Literacy
RT	Adult Basic Education Adult Reading Programs Adults Functional Literacy Functional Reading Illiteracy Literacy Education Reading Skills Writing Skills

***Figure 3** Sample of ABE descriptors from the Australian Thesaurus of Education Descriptors (Lavender & Findlay, 1984: 6-7)*

Terms such as 'remedial', 'undereducated', 'dropouts' and 'illiterate' feature. Such terms are inappropriate and discouraged in the field because of their negative connotations for learners. Other areas related to literacy and numeracy generally, are better covered because of their development as subject areas at other age levels. Whilst most terms required for the ABE database were found in some form in the thesaurus, the terms used were sometimes not the terms in common usage in ABE. Some key state of the art ABE issues were not covered by the descriptors in the thesaurus; such areas included workplace basic education and vocational literacy and numeracy. The work involved in developing this ABE keyword system will be fed into other systems such as the Australian Thesaurus of Education Descriptors, so that thesaurus developers can effect the change required to reflect the terms and concepts in current usage.

The keywords were developed gradually as documents were collected, read and recorded on the indexing sheets. Where possible and appropriate, the Australian Thesaurus of Education Descriptor terms were used. Where not possible or appropriate, new keywords were developed and the difference and rationale was recorded to keep track of where the keywords departed from the controlled vocabulary currently in use. The keywords were revised and refined constantly throughout the project. The guidelines for indexing and use of keywords presented in Figure 4 have been followed, adapted from the Australian Thesaurus of Education Descriptors (Lavender & Findlay, 1984:ix) but changed to describe the ABE database and keyword system. They are included here to help the user of the system understand how it works. A list of the final keyword list developed to accompany the first edition of the Australian ABE Research Database is included in Appendix 5. This will be updated and revised as future editions of the database appear and in response to feedback from database users.

The methods used to prepare bibliographic information for input into a computerised database are complementary to the procedures which enable retrieval of that information. Indexing is undertaken primarily to meet the needs of the user so the user or searcher should be aware of the guidelines and rules which apply to the indexing process.

The goal of indexing is to provide a subject approach to the document records stored in the database. As in ERIC and AEI indexing, two basic rules take precedence over all others :

- index only what is in the document
- index at the level of specificity of the document

The application of these rules ensures that only the actual content of a document is indexed and not its implications, applications, projected uses or future directions. It also provides for accurate indexing, so that very general keywords, eg. reading, writing, are not used unless that subject is treated extremely broadly in the document.

Other indexing guidelines which are relevant for effective retrieval are :

1. Indexable concepts of a document are translated into keywords from the Australian ABE Research Database List of Keywords (see Appendix 5). Using this list helps maintain consistency and avoids proliferation or scattering of concepts.

2. Keywords are assigned to specify subject content and research methodology used.

3. There is no hierarchy of major and minor keywords. On average, about 6 keywords are assigned to a single document, although the number varies with the indexing requirements of each item.

Adapted from the Australian Thesaurus of Education Descriptors, (Lavender & Findlay, 1984 : ix)

Figure 4: Guidelines for Indexing and Use of Keywords

The target groups for the database are practitioners and researchers primarily, so keywords were chosen to reflect terms in common usage in the field. Terms such as 'remedial' and 'dropouts' which are not used in the field are likewise not used in the database. The term 'illiteracy' was also avoided; however, it was used in the keyword 'first language illiteracy' because other options seemed too cumbersome to be practical. Suggestions for alternative terms are welcomed for future updated versions. Where uncertainty existed about which terms to use, it was decided to opt for the risk of being repetitive rather than the possibility of users being unable to locate material because of the overspecificity of terms.

Areas which were particularly difficult were :

1. Vocational/trade basic education

The multiplicity of terms - 'vocational literacy', 'trade literacy', 'apprentices' - appeared repetitive. However, each seemed to define something slightly different and each is in wide use in the field. As a result, each term was used.

For numeracy, we never speak of 'vocational numeracy', but we do speak of 'trade maths'. This term was used plus the terms 'vocational maths' and 'workplace numeracy' to define those areas of maths related to vocations and the workplace, but not covered by the term 'trade maths.'

2. Adult Migrant Basic Education

Again, the multiplicity of terms confuses, but here the number of terms is more due to changes in thought and practice over time, for example from English as a Second Language to English for Speakers of Other Languages to Non English Speaking Background learners. As NESB or Non English Speaking Background learners is the most common term in current usage, this was used as the keyword.

To summarise overall, the keywords aim to :

1. reflect terms in common usage
2. define the field as tightly as possible
3. redefine outdated and inappropriate terms
4. give as broad a range of terms as possible and practical, to enable users to precisely access what they need.

Preparation of the Database on Computer

The completed indexing sheets were converted into a computerised database format on an Apple Macintosh computer using Claris Filemaker II software. Ingrid Spielman was consultant for this part of the project, and was responsible for the computer database design and data-entry. Her background in preparing the 008 National Database of Adult Literacy Programs was invaluable.

A number of other software packages were considered for the database, including MicroISIS

(IBM/public domain) and Procite (Macintosh/IBM bibliographic package). Filemaker II was finally selected as the most appropriate software for the following reasons:

- ease of use
- suitability to the task, with significant design modifications
- general availability of the software
- comparative low cost
- available expertise and equipment at UTS and ALIO, required for updating

Availability of the Database

The first edition of the Australian ABE Research Database contains approximately 180 entries, covering both completed research and research in progress. The database is available in hardcopy format from:

CATALPA
School of Adult and Language Education
Faculty of Education
University of Technology, Sydney
PO Box 123
BROADWAY 2007
Ph (02) 2179913/9999

ABE Research Database
Adult Literacy Information Office
199 Regent St
REDFERN 2016
Ph (02) 6998955

The viability of distributing disk versions of the database is also being considered. The final hardcopy is presented in 4 sections: Completed Research, Research in Progress, Keyword Index and Alphabetical List of Keywords. Database entry forms, to be sent to CATALPA above, are included for those who wish to submit material for inclusion in the database. Researchers are encouraged to submit their material as this will make the future documentation process easier.

Outcomes and Follow-up

The database and handbook provides a first step in facilitating further development of ABE research in Australia. The importance of updating the database and following up the project has been stressed by many people during the project's development. It has been very timely that CATALPA (Co-ordinating Agency for the Training of Adult Literacy Personnel in Australia) has been set up in 1990, as it can continue the work started by the ABE Research Project within its brief. It is envisaged that both CATALPA and ALIO will follow up the project. Some of the options raised and discussed in the course of the project include:

1. Update of the Australian ABE Research Database on an ongoing basis.

   CATALPA will be responsible for this process in the first instance.

2. Continuing research networks of interested practitioners and providers to explore the issues raised.

   CATALPA will play a key role in co-ordinating such a network and facilitating its development through forums, information exchange and the CATALPA Bulletin. State-based information points, including ALIO in NSW and ARIS (Adult Basic Education Resource and Information Service), set up within the Division of Further Education, Victoria, will also have co-ordinating roles at the state level. The Division of Further Education sponsored the first in a series of research and curriculum forums focussing on ABE in November, 1990. This concept may provide a model other states can follow.

3. Establishing ways of disseminating completed research and information about research in progress.

   This will be explored through CATALPA and ALIO as part of the distribution process of the ABE Research Database. Publications in Australia which have a significant role include: *CATALPA Bulletin*, *ALIO Broadsheet*, *ARIS Bulletin* and the Australian Journal for Adult Literacy Research and Practice, *Open Letter*. It is significant that 3 of these 4 publications have only appeared in late 1990. This indicates the professional growth occurring in the field.

4. Monitoring the use and evaluating the success of the database.

   As it is a new venture, the demand for and use of the database is uncertain at this stage. Responding to feedback and evaluating the success of the database in achieving its aims will be integral to the follow-up process. Again, both CATALPA and ALIO could be responsible for these functions.

   It is also hoped that one of the outcomes will be stimulation of research interest generally through improving access to the information base on ABE. This could be followed up by individual practitioners, postgraduate students, tertiary institutions or government departments. The continuation of appropriate funding levels will be an important factor in determining the quantity and quality of this research.

Chapter 2
Adult Basic Education Research in Australia : past, present and future

The purpose of this chapter is to draw together impressions about ABE research in Australia formed in the process of the project. A field such as ABE goes through developmental stages and the research carried out during its growth reflects the status of the field and in turn affects that development as it occurs. Attention is focussed on :

- the past: the quality of research, questions of access, what was studied and the methods used
- the present: current political and social contexts, the status of ABE research, why it's needed and where it's headed
- the future: priorities for future research, gaps in the information base, and the major questions, issues and problems that need further exploration

The past

It is easily forgotten that the field of ABE in Australia is only about 15 years old, with the most substantial growth occurring over the past 5 years. It appears easy to criticise practitioners and providers for a lack of concern both with research and the documentation of processes and outcomes. The reality is that for most of these 15 years, the energy of practitioners and providers has focussed on implementing and maintaining programs in fields where few models previously existed.

It is also important to remember that Australia is not alone in lacking a broad information base of research in ABE. Bowren(1987:208) discussing ABE research in the US, for example, comments that it has 'long floundered as an educational stepchild.' This has meant that overseas models for Australian research in ABE have been limited in number. Adult education research in general is also a very recent phenomenon. Jennings et al (1985:12) cite the following reasons for the sparsity of research in adult education: lack of a substantial database, the often perceived marginality of adult education, the independent standing of adult education, the problem of applying research methods from other fields and the strong influence of the need for practicality.

These comments are not meant to defend the lack of an adequate information base nor to say that significant research has not been carried out. The aim is only to place ABE research in Australia in a context where its achievements and shortcomings can be recognised.

A review of the research of the past 15 years suggests that the efforts have been exemplary given the stage of development of the field, its status in the eyes of funding authorities and the slim resources available for research . One of the greatest strengths has been the concern to link theory to practice and the best examples of research are based on the reading of challenging theory and the translation of that into research questions and methods. Visiting British academic, Margaret Meek Spencer (1987:4) commenting on Australian theorising and research stated that:

> *'You have tackled your adult literacy problem in such a way that books can properly bear titles like 'Opportunity to do Brilliantly' (Grant, 1985). At international conferences, and in what I read of the publications that reach us, I believe you have made an acute and powerful synthesis in the teaching of both literature and literacy that could help us a great deal.'*

She stresses our networking model, our faith in literacy conferences to promote ideas and the strong back-up offered by our local studies of linguistics, literacy and literary theory. These are all strengths that have been used and applied to develop the ABE research field in Australia and strengths that we can continue to work on.

Quality

Not all of the research located and reviewed for the database was of high quality and based on sound adult learning principles. There is overwhelming evidence, however, that as the field is consolidating its knowledge and methods, the quality of research is improving.

The area of research in trade and vocational literacy is a useful example. Many studies over the past 15 years have focussed on a deficit model of learning where the problem has been placed squarely on the shoulders of the student. These studies, coming from a remedial perspective, used standardised reading and mathematics tests such as the Gapadol test to determine whether the student was likely to succeed in a given trade course. The solution was to advise remedial assistance for the student. Whilst coming from a well-intentioned standpoint, such issues as the validity of these tests for trade students were not examined. Students' skill levels were the only variable considered; teaching and textual contexts were rarely taken into account.

At the same time, other researchers, (for example, Mealyea: 1984, 1985) looked at the issue from a broader standpoint which involved an understanding of the reading process and the context of teaching. They used approaches such as relevant cloze passages, case-studies and miscue analysis. These studies were more effective in tapping the real and complex issues at work. As our knowledge and expertise in the field has developed, the deficit model of research is fast disappearing and being replaced by research approaches appropriate to the contexts and questions at hand. It must be stressed, however, that there is still only a small body of research in this area.

Another example of variable quality in research is the evaluation/outcomes study. The majority of studies of this type focus on evaluating the processes and outcomes of particular programs. The main approach is the use of questionnaires and interviews to translate the aims of courses into outcomes and a documentation of what actually happened from the perspective of students and staff. Whilst a number of these studies clearly document and evaluate programs successfully, there is a 'sameness' about many of the evaluation studies that raises issues about their effectiveness in communicating our practice and our successes. Comments from the ABE research survey also referred to this by asking whether people tire of this approach and whether there is another way of evaluating and communicating outcomes.

Successful examples of outcomes studies (eg. West,1988) used a combination of qualitative and quantitative approaches and examples of students' actual comments in imaginative ways. They aimed to go beyond mere description to a synthesis of the interaction of factors. Longitudinal studies are rare, but very powerful, showing student achievement over time and years after the ABE program (eg. Coates & Sutherland, 1984). Bowren (1987:209) cites valid reasons for the lack of longitudinal studies in ABE: the lack of a stable population, the inordinate amount of time and the tremendous financial commitment required. Whilst the reasons for the paucity of longitudinal studies are recognised, it is important to explore this issue further as it is a way of tapping the real outcomes of ABE programs in terms of the long-term change in peoples' lives.

Another mode of research used in ABE is the case-study or student profile, (eg. Gribble & Grant, 1983; Grant, 1987). This approach is well-suited to ABE and is an example of the way research has been linked to the principles of the field and its practice. However, the issue of how well this approach communicates to those outside the field, such as policymakers and funding authorities, needs to be considered. The best example of this approach (Gribble & Grant, 1983) appears to have had little circulation. Attempts are being made to publish the material currently. It certainly deserves to be in print where its message can be more widely communicated. Perhaps it is a question of presentation and marketing: the results of case-study research need to be drawn together to construct a persuasive, cogent argument; they need to be distilled and summarised to a digestible form for wider purposes. It seems that the sensitivity of the field must be accompanied by an eye on the external political and social contexts surrounding the research.

Access

One of the main reasons for the poor information base in ABE has been the difficulty of access. The database project eventually turned up a significant body of Australian ABE research. In all, approximately 110 completed research studies were located and indexed, as well as about 60 research studies in progress. However, the processes of finding this research were difficult. There was no central place for organising research and little networking of research information.

Apart from the obvious reasons of lack of resources and structures for access to research, another possible reason may be that ABE practitioners sometimes underestimate the value of their research. This issue surfaced in comments at the research workshops where we discussed the 'mystique' associated with research. As one participant/researcher stated, 'I didn't even know I was doing research. I thought research was something done by advanced people in academia.' This suggests that issues of ABE research need to be discussed and demystified so that those who are doing research feel confident enough to make their ideas accessible, with all the perceived 'risks' that this involves.

Foster (1988) states in his discussion of the politics of adult literacy research, that we have to learn the way forward in these areas as we are very used to feeling marginal as a field of inquiry. It seems that this may indeed have transferred over to our conception of ourselves as researchers. Consequently, most research was found as single unpublished copies in the form of papers, theses and projects. This also suggests the importance of developing a clearinghouse mechanism for Australian ABE research.

Topics and Methods

The most striking pattern of the ABE research gathered was its sheer diversity. Some research topics, such as evaluation studies, tended to cover similar ground in terms of content and structure; but the majority of studies are original in conception and innovative in their approaches. The reason for this is undoubtedly the lack of research models available and the above-mentioned problem of access. So, ironically, one of the weaknesses of the research field may in fact have led to the development of one of its strengths, as researchers working in the field have developed their own methods because of the lack of examples to follow.

It is difficult to isolate significant groups of topics because the pattern is more of clusters of types of studies across a broad range. Some examples of the topics and the research methods used are summarised in Figure 5.

One issue that emerges is the possible gap between the expectations of policymakers and those of providers. The evaluation study is a prime example. Whilst policymakers say there is very little information available, a review of research indicates that evaluation of outcomes and projects has in fact been a key concern. It appears that policymakers may be looking for hardcore, quantitative data on outcomes for dollars spent and practitioners are doing what from their viewpoint is sound - looking at student learning from a qualitative perspective using case-studies, interviews and anecdotal comments. This issue is discussed further in the next section and the following chapter.

The present

We are at a juncture at present. On one hand, we have a rapidly consolidating practical expertise which has recently found expression in research through such avenues as the 1988/9 Adult Literacy Action Campaign of the National Policy on Languages and the 1990 International Literacy Year National Projects and Small Grants Programs.. The interest and awareness generated by International Literacy Year offer the opportunity for this to be followed up. On the other hand, in NSW particularly, we are faced with the possibility of diminishing state support for programs and research; an emphasis on accountability and enterprise; and a community insecurity about educational standards. In order to meet the sensitivity required by these complex challenges, it is necessary to review recent achievements, their contexts, and where we are heading.

Under the Adult Literacy Action Campaign (ALAC) as part of the National Policy on Languages (Lo Bianco, 1987) announced by the Federal Government, many significant ABE

Topics	Research methods	Studies
Provision	survey/questionnaires statistics interviews	Grant & Hayles (1977) Dymock (1982) Rustomji & Dent (1986)
Literacy Needs	surveys interviews	Goyen(1976) Wickert(1989)
Program Evaluation	questionnaires interviews observation	Doherty (1987) Clarke (1989) Kindler (1989) Miltenyi (1989)
Self-esteem/ self-concept	inventories scales questionnaires	Arthur (1986) Renshaw (1987)
NESB learners in ABE classes	case-study observation interviews	Bailey (1987) Watt (1987) Kessler (1988)
Volunteers in adult literacy programs	interviews surveys historical review 12mth longitudinal study	White (1978) Toms (1982) Kindler (1985)
Reasons for literacy problems	interviews	Lowe (1986) Wyndham (1986) Norton (1986)
Historical studies	oral history review of surveys, govt records & statistics	Craigie (1988) Penglase (1987, 1988)
Prison literacy	interviews/semi-structured interviews discussions observations	Brennan & Brennan (1984) Black (1989)
Workplace basic education	needs surveys interviews questionnaires	Workplace Basic Education Project (1986) Long (1989) Miltenyi (1989)

Figure 5: Examples of topics studied and research methods used.

research projects were possible. The aim of the campaign was to improve levels of adult literacy in Australia and 'to promote awareness that this issue needed to be tackled seriously by government,' (AACLAME, 1989:foreword). A total of $1.96 million was made available for adult literacy/numeracy in each of 1987/88 and 1988/89, with a focus on two elements: expanded course provision and national and state level projects in priority areas. National Level projects generated by the Adult Literacy Action Campaign included:

1. Research on the nature of literacy difficulties in the adult population - phase 3 of ITATE's full-scale survey (Wickert, 1989)
2. Study of outcomes of adult literacy programs - undertaken by the Department of Continuing Education, University of New England (Brennan, Clark & Dymock, 1989)
3. Survey of employer and union perceptions of the literacy/numeracy needs of employees in the current climate of Australia's workforce restructuring (Long, 1989)
4. An evaluation of the effectiveness of technology for adult literacy tuition, (Anderson, Cheetham, Grice & Marshall, 1990)
5. The establishment of a research base for evaluation of adult literacy methodology and measurement of proficiency and progress of learners (Grant, in progress)
6. A contrastive evaluation of two alternative models of literacy and numeracy provision for the unemployed (Cumming & Morris, 1990)

Source : Australian Advisory Council on Languages and Multicultural Education, (AACLAME), 1989:20-1

In addition to this, a range of state level projects have been possible, many of which relate to research or have generated research as part of their process. State NPL/ALAC projects focussing on research have covered areas such as: literacy for dysphasic adults, literacy provision for female ex-offenders, an analysis of learning needs of Aborigines, numeracy needs of adults, resistance to participation in adult literacy programs, the nature of communication in the workplace, literacy competence of early school leavers and a survey of the literacy needs of NSW prisoners (AACLAME, 1989)

ALAC was 'the first opportunity for a national government focus to be given to adult literacy work' (Simpson, 1990:10). It was particularly important as a lead-in to ILY, and helped lay the professional groundwork in many ways including: supporting the development of a reliable and sound account of the literacy difficulties faced by Australian adults (Wickert, 1989); enabling a better understanding of the broader contexts within which we operate; two years experience of managing funding allowing for innovation; and the development of basic infrastructures' (Lo Bianco,1990:21). Lo Bianco provides a comprehensive review of ALAC, its background and achievements, stating that 'ALAC has made a distinctive and great contribution, out of all proportion to its modest size' (1990:16).

Adult literacy projects have been a priority for International Literacy Year at the Federal level, with funding provided by the Department of Employment, Education and Training through the International Literacy Year Secretariat. Projects in preparation for ILY included 'The Social Costs of Inadequate Literacy' (Hartley, 1989). National projects for 1989-90 mainly related to the development of national level training packages, documentation of good practice, development of a national 008 referral service and student materials rather than research per se. Research efforts will be enhanced, however, through a number of the national level projects. The pilot publication of a Journal for Australian Research and Practice in Adult Literacy, *Open Letter*, is a welcome addition to the field, providing a valuable outlet for the dissemination of research and the discussion of research related issues.

The establishment of CATALPA (Co-ordinating Agency for the Training of Adult Literacy Personnel in Australia) as a national ILY project, through the School of Adult and Language Education, University of Technology, Sydney and LaTrobe University, Melbourne, provides the first national co-ordinating body for information about adult literacy and numeracy. CATALPA has a number of roles within its brief including: co-ordinating action on training issues, maintaining the Australian ABE Research Database, maintaining records of current training programs, producing a Bulletin, running workshops and policy development (CATALPA Bulletin, 1990:2). Overall, CATALPA provides the opportunity for planned professional development, of which research networking, dissemination and documentation is a strategic part. Its anticipated role in following up the gains of this project is an example of the potentially valuable function of CATALPA as a co-ordinating body.

Other national projects such as the evaluation of the ALAC campaign and the strategic review of government expenditure on adult literacy provided the opportunity for feedback on outcomes and the contextual constraints within which we operate. The ILY small grants program also gave scope to local research efforts, primarily in the area of needs assessment, in such contexts as Aboriginal communities and local industry.

Other Federal government departments have shown a nascent interest in adult literacy and numeracy issues particularly as they affect Non-English Speaking Background people. The Prime Minister's Office for Multicultural Affairs sponsored an evaluation of English in the Workplace Programs, looking particularly at the economic benefits to industry (Miltenyi, 1989). The Department of Immigration, Local Government and Ethnic Affairs (DILGEA) has been the primary source of funding for special ILY projects in the national Adult Migrant Education Program. Approved projects cover a wide range of content areas including professional development, action research and case-study research (ALIO Update, July, 1990).

State governments have also designated funds for literacy projects in recent times. The NSW Ministry of Education and Youth Affairs ILY Grants for Innovative Projects includes a joint AMES/TAFE project on 'Literacy and Oral Communication in Textile, Clothing and Footwear Industries', aiming to produce guidelines for language and literacy skills audits. The Division of Further Education in Victoria has injected significant funds towards adult literacy projects in 1989/90. These projects are primarily concerned with expanded provision and resource development.Research, however has been generated as part of their processes and the development of a research and curriculum forum series will be a particularly beneficial project for stimulating ABE research knowledge and interest (ARIS Bulletin, 1990).

The Federal Government's increasing commitment to adult literacy has recently been expressed in the additional allocation of $4.5 million each year for the next three years through the Department of Employment, Education and Training. This response follows the demonstration during ILY of the need for expanded provision and professional development. Similar to the contexts for National Policy on Languages funding, the guidelines for projects include an emphasis on course provision and the opportunity to develop innovative projects. There is certainly scope for research within its brief. The Federal Government has also allocated $10.3 million in the 1990/1 financial year for literacy and language assistance under its new active employment strategy to begin in January, 1991.

In addition to this, there are also ongoing states grants available in the form of VOAELP (Vocationally Oriented Adult Education and Literacy Programs) recurrent funding. This is distributed among the states on a per capita basis and will include the possibility of research based activity.

The other major source of research is higher education degree and diploma courses. The growing expertise and interest in ABE has also meant that research is increasingly being carried out at this level by teachers and academics. Centres include: the School of Adult and Language Education, Faculty of Education, University of Technology, Sydney; the Centre for Research and Teaching in Literacy, Charles Sturt University, Wagga Wagga; Department of Education, La Trobe University, Melbourne; Department of Continuing Education, University of New England; Macquarie University; Deakin University; Wollongong University; the University of Sydney; South Australia College of Advanced Education; Newcastle University; Batchelor College, Northern Territory and James Cook University, North Queensland.

Through these centres, individuals have carried out research in ABE and related fields such as applied linguistics, Aboriginal education and special education. In each of these centres, there are academics who have either an expertise in ABE or an interest in ABE with an expertise in broader literacy/numeracy areas. There is evidence overall of a growing interest in ABE at the higher education level. CATALPA will play a key role in co-ordinating these developments.

The future

The future research agenda is placed within a background of new initiatives including the Australian Council for Adult Literacy's (1990) National Strategy and the Federal Government's major review of Australia's Literacy and Language Policy.

ACAL's National Strategy stresses the dual viewpoint of social justice and economic imperative. This reflects the balance of questions we may also need to address in the research area. ACAL makes specific recommendations on how a long-term co-ordinated base for ABE in Australia can be achieved. Particular issues include: Federal/State Government co-operation, the need for increased provision, and educational quality assurance in terms of programs, staffing and training. The strategy provides the structure for a more solid professional base for both research and practice.

The Federal Government's commitment to addressing literacy and language issues is also expressed in the announcement of a major review of Australia's Literacy and Language Policy. This process will initially involve the preparation of a Discussion Paper (Green Paper). There will be the opportunity for input leading up to the preparation of a Policy Paper

(White Paper) in the first half of 1991. This paper will identify directions and strategies for consideration by the Government in the next Budget. The key literacy issues to be examined include: improving the quantity and quality of literacy education for adults and children; teacher training and curriculum support; literacy evaluation and assessment; co-ordination of services and resourcing (Dawkins,1990). The emphasis on continuing the impetus of International Literacy Year is a promising and positive context for ABE research. We are in the position of being ready to competently extend our information base via research, especially with the opportunities provided by increased funding.

Broader economic and industrial issues are also creating new dimensions for both research and practice (Matheson, 1990). The current climate of award restructuring has highlighted the issue of adequate literacy and numeracy as a basic requirement for training, reskilling and a productive workforce. Concomitant developments such as the Training Guarantee Legislation and the increased need for clear accreditation and training guidelines have generated questions which need answers. Among the issues to be addressed are: How do we conduct effective literacy and numeracy skills audits in industrials contexts? What are appropriate qualifications for trainers and teachers of literacy in industry? Are national curricula appropriate for literacy and numeracy as part of the award restructuring process? How is the effectiveness of program delivery in training and industrial contexts to be evaluated? These contexts are underscored by a general concern with accountability and cost-effectiveness of ABE programs.

The major implications for research in ABE is that we will have to more consciously incorporate the needs of government and industry into our research questions and designs. The suggestion is that it may be at our own peril to tread the line of sensitivity and forget the wider social, economic and political contexts within which we operate. Some shifts in our research approaches will be beneficial in the long term and this may not necessarily mean abandoning the principles of ABE provision and practice.

To achieve this balancing effect, it is useful to look at recent models of research which successfully achieve these two goals. Rosie Wickert's study 'No Single Measure : A Survey of Australian Adult Literacy' (1989) is an example of research based on sound ABE perspectives which provides much needed data for government departments, providers and practitioners on literacy levels in the community.

The survey is based on a definition of literacy on a continuum and as a social skill related to authentic tasks which have meaning and implications for the success of peoples' participation within that society. The emphasis was on describing the nature and level of literacy needs in Australia and in so doing, uses the opportunity of research to redefine the area and communicate clearly to the public the nature and consequences of inadequate literacy and numeracy skills. Issues such as literacy requirements in a technological age, background social and family factors, the effect of ongoing literacy practices, workplace implications and the differences between English Speaking Born people and Non-English Speaking Born people are all addressed. Throughout the research is informed by a state of the art knowledge of adult literacy/numeracy theories and methodologies.

At the same time, the research provides meaningful, statistical data about people's performance on literacy and numeracy tasks which can be easily described and understood, such as the ability to understand directions on a medicine packet. The extent of the usefulness of balancing a solid literacy knowledge and methodology with quantitative data was demonstrated in media reports about the survey which generally presented the report in the manner in which it was prepared and which picked up on the key issues in terms of social and political implications.

This synthesis was not without much effort on the part of the researcher. Reflections on the process of doing the research indicate the questions and processes which must be worked through, such as minimising the potential for misuse of the data and anticipating the criticism that may be levelled at such an attempt (Wickert, 1989a).

Another recent example of research which clearly demonstrates outcomes of literacy programs in terms of benefits and cost effectiveness is the evaluation of A.M.E.P. English in the Workplace Programs (EWP), 'English in the Workplace : A Shrewd Economic Investment' (Miltenyi, 1989) This research evaluates language and literacy programs in James Hardie Industries, the Hilton Hotel, the State Rail Authority and Westpac, using a case-study methodology backed up by performance indicators. The approach is summarised as follows :

> *'The case studies were made up of structured interviews focusing on the impact of classes. These interviews were not seen as yielding a mass of responses and measurements of change which would, when collated, give a statistically accurate measure of benefits or change. The Consultants stipulated that given the use of the case study methodology would only yield indicative type of data. The central focus of the study was the development of a series of indicators of change as a result of the classes. Then, through interviews, the rate of change was to be estimated by respondents, thereby arriving at measure of change.' (Miltenyi, 1989:7)*

The indicators developed include: time lost due to misunderstanding; additional supervisory time because of communication difficulties; comprehension of induction, training and health and safety instructions; changes in productivity level; and the ability to cope with organisational and technological change (1989:7-8).

This type of approach yielded both qualitative and quantitative data. Of particular value in current delivery contexts, is the quantification of savings following English in the Workplace programs expressed as total cost per worker per year vs net benefit per worker per year. Another strongly stated perspective relates literacy to economic benefits and productivity : 'One employer is estimated to recoup $5.20 for every dollar invested and the other $3.50,' (Miltenyi, 1989:38). In addition to the data being expressed quantitatively, the actual indicators of change and their implications for workplaces are discussed.

These figures and the way they are expressed help to communicate some of the key issues we are aware of but often cannot get across adequately : that literacy and language skills are, among other things, integral to effective functioning in the workplace and that by contributing to the development of these skills, organisations will assist in the efficiency and satisfaction of their workers and hence productivity.

This is not to say all research should follow this model; the next chapter on doing research will address this issue more directly. It is, as always, a question of finding a research design that suits the issue at hand. Different research approaches will be required for different contexts and questions. Exploratory action research, case-study or grounded theory research, for example, may be initially required in some areas to delineate clearly the nature of the issues. Perhaps then, quantitative type approaches may be appropriate to further specify some of the answers. Whichever methods are used, it is important to consider the possible value of the research to policymakers and the wider community, and the best ways of communicating that information in terms that will be understood and responded to.

A key aim of this research project was to identify priorities for future research, gaps in the information base and the major questions and problems that need further exploration. One question in the research survey asked about priorities for future research in ABE and the comments are distilled here. They therefore represent the opinions of practitioners, students and researchers, and experts in higher education in ABE and related fields.

The primary areas identified as priorities for future research have been categorised under a series of sub-headings. They are not in order of priority; all are considered to be important issues in need of research.

Priorities for future research

1. Wider social and cultural contexts for ABE

- cross-cultural issues
- gender issues
- need to consider world-views as a factor in participation/non-participation, especially of Aborigines
- how to encourage participation in programs; what prevents participation
- patterns of literacy problems within families
- literacy levels and literacy needs in the community
- what literacy means to individuals: how do people manage without literacy, how important is literacy to them
- reasons for failure to learn to read and write at school
- types of people, eg. by age, regions, who need literacy most and why
- social, economic cost and impact of inadequate literacy
- basic data on needs and current provision
- access and equity issues

2. Teaching/learning issues

- provision of a sound theoretical base for literacy development
- identification and development of teaching responses to individual differences in learning styles, eg. motivational patterns, especially of Aboriginal and migrant learners
- development of quality programs to support learning styles
- what improves the quality of practice in relation to outcomes
- how to develop students' confidence in their ability to learn
- how to provide relevant self-awareness programs within ABE
- at what stage of literacy development should articulation, eg from volunteer to group

situation, take place to maximise the quality of learning

- cognitive skills which underpin basic literacy/numeracy skills, not just surface aspects
- finding out ways adults compensate when literacy skills are severely restricted and working out how to build on these skills in instruction
- further development of the stages of adult learning
- application of genre-based research in adult literacy

3. Program delivery issues

- overprovision and underprovision
- correspondence/distance education
- why do students leave programs
- why do students attempt ABE in the first place
- what causes students to restart literacy learning after a significant break
- retention rates and how to improve them: which modes of delivery are most effective
- rural issues: what's needed and why, scope of service outside major centres
- student self-determination
- desirable funding levels
- the role of non-government agencies in ABE provision : eg, the community, the church
- how much is done by voluntary efforts
- how to encourage people to work as tutors

4. Student/program outcomes

- what happens to students after they leave programs: is there significant change, if so, what is the nature of the change, if not, why not
- outcomes/evaluation of effectiveness of ABE programs
- how to measure success in the widest possible sense
- economic and social benefits to industry and the community
- outcomes based on student-centred questions about progress and attitudes
- success rates of various types of courses
- what students want, what they achieve
- vocational outcomes of TAFE and other ABE programs that maintain accepted good practice principles
- relationship of teaching practice and learning strategies to positive outcomes: classroom based observation

5. Numeracy

- Mathematical literacy : a data-based description of what makes up the content area, concepts and techniques needed by Australian adults for them to be functionally literate and confident in maths areas
- identification of those in need
- materials and methods for improving an adult's numeracy
- identifying and addressing self-concept in and attitudes towards adult mathematical literacy
- use and abuse of calculators

6. Vocational/workplace literacy

- place of literacy in the workplace: what do workers think about it
- literacy and productivity: economic costs and benefits
- deskilling and literacy in information and service sectors
- industry and award restructuring and implications for literacy
- how to assess literacy/numeracy demands of jobs
- needs of industry in relation to literacy/numeracy in small country towns
- relationship between vocational training course content and ABE content: eg readability of materials, conceptual levels of content
- understanding of literacy needs in the workplace
- which programs are most effective for industry
- role of ABE in employment training programs, eg prevocational courses

7. Needs of specific student groups

- prison literacy and numeracy: needs, role, future provision
- mildly intellectually disabled learners: links between literacy and cognitive development in adults, computer-assisted instruction
- Aboriginal and Islander literacy: finding appropriate methodologies for research, using Aboriginal/Islander knowledge as a starting point and Aboriginal/Islander people as researchers and sources.
- Multicultural groups: their special literacy needs and problems

8. Research issues

- funding availability
- co-ordination at state/national levels
- forum for discussion and publication of research in Australia
- alternatives to positivistic research eg, participatory
- longitudinal studies

Identifying specific information gaps is difficult as all of the above areas require research. Some of these areas have been addressed in recent research: literacy levels in Australia (Wickert, 1989), social costs of inadequate literacy (Hartley, 1989) and workplace basic education (Miltenyi, 1989; Long, 1989). These recent projects suggest that the field is well attuned to the major research priorities and is responding accordingly. However, even in these areas further research is required. Numeracy is one area in need of urgent research attention as the information base is extremely poor. Research on numeracy levels in Wickert's study (1989 : xii) indicates that: 'when people have poor literacy skills, they have even worse numeracy skills.' Other areas where significant information gaps exist include: literacy/numeracy for Aborigines, classroom-based research, literacy/numeracy in rural areas and literacy/numeracy for people with disabilities.

In conclusion, it is hoped that this review of adult literacy research and suggestions for the future provides a framework for thinking about the area and helps to stimulate further research to answer our questions. The next chapter aims to move more practically towards this aim by a discussion of design issues and methods for doing research in ABE.

Chapter 3
Doing Research In Adult Basic Education

This chapter covers a range of issues for doing research in ABE. It moves from overall design principles to a discussion of research approaches and techniques. Going beyond the research act to dissemination and reflection is also included, for it is often at this stage that the potential benefits of the hard work of research are sometimes lost.

Whilst material on research design principles, approaches and techniques can be found in educational publications generally, relevant material is drawn together here on research dimensions that relate specifically to ABE. The aim of this chapter is to provide guidelines for getting started in ABE research, a consideration of quantitative and qualitative approaches as they relate to ABE and references for following up ideas and techniques in detail. The selection of focus is based upon needs highlighted in research workshops and via the survey.

Why do we need research in ABE?

It is firstly important to think about what research is as a basis for defining why we need it. Research can have many different meanings for different people, but a definition which captures its primary concerns would acknowledge the following: 'Research is a process of gaining knowledge. It is a process rather than a product. Research is a commitment to break new ground.' (Jennings et al, 1985:1). Research is also a way of reflecting on practice.

So why do we need research in ABE ? Apart from the issues of research to fill information gaps, 'to find out where the students are, the extent of their problems and their outcomes,' (Harper, 1989:7), we need to look further to the positive ground and real gains that can be accomplished through research. The following two quotes present some perspectives on this point :

> *'In the present climate of education cuts it may seem presumptuous to be writing about priorities for future research in education. If we accept, however, that to work in education at any level should involve a commitment to learning by all participants then research is the* sine qua non *of a healthy education system. As an eclectic field of knowledge, education needs constant review and development as educationists refine its concepts, search for metaphors which illuminate processes and develop theories which almost certainly will be disproved. It is precisely because of the mood of uncertainty in education that we need to consider fresh ways of looking at old problems. The alternative is to retreat into defensive posturing which plays into the hands of traditionalists who operate with a degree of certainty about educational outcomes which is offensive to those concerned with...common rights and needs...'*
> (Mitchell, 1985:92)

> *'So we need research to find out just how little is spent on adult literacy/ essential adult learning, or upon those people classified as "traditional non-participant groups." We need to know how much is spent per student in Higher and Further Education: we need to highlight how little is spent in our sector...We need evidence of need, evidence of achievement, and evidence of the range of contributions AL [Adult Literacy]...can make to tackling the issues in peoples' lives... And where will the evidence come from ? Research.'*
> (Foster, 1988:7-8)

Research answers vital questions and provides the strength to support arguments which may otherwise become emotionally charged. In our current climate, this may mean quantitative data on such issues as cost-effectiveness and literacy in terms of productivity. At other times, this may mean qualitative approaches - case-studies, classroom-based research and action research - which move more towards Mitchell's point of developing 'fresh ways of looking at new problems.' Research synthesised with theory and persuasively presented is a source of innovation and helps to give a sense of progress.

Research Design Principles for Adult Basic Education

Texts on educational research provide many guidelines for thinking about research generally. Specific research design principles appropriate to ABE are outlined here. Basically this can be summed up in 4 points:

1. The way we do research in ABE should reflect its underlying principles in terms of adult learning principles, sound theories of literacy/numeracy and the professional issues affecting the field at the time.

2. We need to also balance this with a view to outside constraints, expectations and opportunities. We need to be attuned to the needs and contexts of policymakers and providers.

3. As always, research approaches and techniques need to be selected according to the questions at hand. There is a place for both quantitative and qualitative research approaches and for a balance of the two perspectives to strengthen each other where appropriate.

4. Research needs to be geared to the needs of students ultimately and furthering the quality of provision and outcomes.

To follow up on these 4 key points, the following guidelines for ABE research are suggested.

Guidelines for Good Practice in ABE Research

Is the research approach based on adult learning principles?

Just as in our practice we aim to employ adult learning principles and materials, we need to apply the same principles to our research. As Mealyea (1989) summarises in his introduction, our research approaches 'often fail to present those taking part as participating human beings.' Whichever approach is selected to answer research questions, such issues as the following need to be at least considered:

Adult Learning Principles & Issues	Implications & Applications for Research
access	How are the findings of research to be made available ? How is dialogue to be set up with those who may need to know about the processes and findings of the research ?
appropriateness	Are the materials used age-appropriate and context appropriate ? What are the implications of using standardised testing material and what is the basis of the standards ?
bias	Have materials, approaches and assumptions been considered for bias in terms of culture & gender ?
climate	Has a non-threatening, informal, mutually respectful research environment been established ? What aspects of the research process, eg time constraints, may create tension ?
ethics	Is confidentiality and privacy ensured ? Is the participation and contribution of those being researched acknowledged ?
evaluation	How is the information gathered to be evaluated & checked for validity ? How do you know your feelings are right ? How valid are the theories you work from or derive from your research ?
feedback	Are the participants informed of the outcomes of theresearch and the applications of their input ? Are they given a sense of their value in the overall scheme of the research and its outcomes ?
motivation	Have issues such as motivation for and curiosity about the research process been considered ?

negotiation	Have participants been involved in the planning and implementation process ? Is their input considered and valued ?
plain english	Are the processes and findings of the research comprehensible ? Is written material used in the research expressed in plain english ? Has plain english been kept in mind in writing up the research ?
role of experience & prior knowledge	How do participants feel about being researched ? eg sense of being tested Have the knowledge and skills learners & teachers present to the process been considered ?
self-direction	Do the participants want to be involved ? Have the feelings of participants been considered ? Have they been consulted, informed and involved ?
sensitivity	Have you thought about the implications of your research and how it may be used ?
understanding of context	Has thought been given to the contexts within which people operate ? Have outside constraints such as system and organisational contexts been taken into account ?

Concepts and ideas for this framework were initially drawn from:

Knowles, M. (1975) *Self-directed learning : a guide for learners and teachers* , New York : Cambridge

Mitchell, P. (1985) A Teacher's View of Educational Research, in Shipman, M. (ed) *Educational Research : Principles, Policies and Practices,* London : Falmer, 81-96

As Brundage and MacKeracher (1980: 114) summarise : 'Teaching and learning are both enhanced when teachers and learners share in choosing directions, providing input, designing and implementing activities and assessing outcomes.' By adding research to teaching and learning, this sharing process can also include the research experience. The research will be more in touch with needs, the research process demystified for participants and outcomes are more likely to be linked to practice and working towards change. Collaborative inquiry, as a research approach stemming from adult learning principles, particularly offers the possibility of ensuring practical outcomes from research (Bennett & Desforges, 1985: 115). This approach involves a reworking of the relationships involved in research and has made 'teachers and research assistants co-researchers rather than mere executors of a research design' (Connell, 1989: 14).

Is the research based on sound literacy/numeracy theory ?

Research is often undertaken in a context of external needs, pressures and expectations. There will often be the temptation to sacrifice quality of theory to the contextual requirements of the project. One of the key features of ABE research in Australia has fortunately been its attempts to ground research processes and materials in sound adult literacy and numeracy theory. Wickert's research (1989) and comments upon the process (1989a) indicate the types of issues that need to be addressed in the ABE area. Where sound theories are combined with clear results and processes to answer questions, the result is that both those directly involved in the field (providers, practitioners and students) and those with a vested interest (policymakers and the wider community) can benefit.

A recurring problem in ABE research is the difficulty of locating and developing appropriate evaluative measures that reflect sound adult literacy/numeracy theory. The nature of the theory base suggests that standardised measures are not generally appropriate as measurement devices. However, we still need evaluative tools that can 'measure' and communicate outcomes of research and practice clearly. These tools need to be developed as part of a continuing research process, and this will require demanding and creative practitioner/researcher problem-solving.

Is research linked to the professonal issues affecting the field at the time ?

Research that is relevant and timely will have the greatest potential for impact and change. It is particularly a hope of policymakers that 'research will provide the right information at the right time and place' (Shipman, 1985:67).

Being aware of the broader contexts of the field will help to place that research into a framework where it can be most effectual. An example of the type of article which addresses the wider background issues currently affecting adult literacy/numeracy programs is Kazemek's (1988) *'Necessary Changes : Professional Involvement in Adult Literacy Programs'*. Such issues need to be taken into account when planning, interpreting and communicating research. Specific areas discussed in Kazemek's article (1988:465-477) include :

1. that adults learning to read and write have different needs to children

2. the fact that literacy is more than a set of basic skills and abilities and is related to personal and social contexts

3. the effects of inadequately funded programs and variable knowledge of literacy educators

4. the adequacy of definitions of literacy and instruments to measure it

5. the political dimensions of literacy

6. the social dimensions of literacy

7. gender differences in literacy & literacy education

8. cultural differences in literacy & literacy education

Possible action for literacy professionals in pursuing these goals is outlined. By keeping these contextual issues in mind, the quality of our research, theory and practice will continue to grow as these dimensions are further delineated.

Is the research attuned to the needs and contexts of policymakers and providers ?

One way of ensuring practical outcomes is to link research into the needs of policymakers and providers; it is important, however, to balance this response. Shipman (1985:60) discusses the problem of going too far towards policy-oriented research :

> *'The response of policymakers who provided the money for research [was to] bound researchers into a customer-contractor relationship to ensure that the work was relevant. But that was anathema to the researchers for it not only restricted their professional freedom, it inhibited their search for the theories and models that would lead to the understanding that could really inform policy. Long-term benefits from research were being sacrificed for short-term data that was itself diminished in value by being divorced from its theoretical roots.'*

With this warning in mind, to undertake research with an eye to the political and social contexts of policymakers and providers can only enhance the value of our work. This may be by showing how our work assists in tackling issues such as lack of skills, poverty and unemployment, the relevance in helping people make real change, the social costs of inadequate literacy, the benefits of plain english, or clarifying for ourselves which methods work and where resources are most efficently and effectively directed. This means balancing accountability with quality and addressing real social issues in our research designs. It also means we have a responsibility to make our research findings accessible beyond those in the field who are already informed.

A possible framework for designing research in ABE

A key word in the previous discussion has been 'balance'. One example of a way of thinking about these complex contextual issues is provided in *'The Politics of Adult Literacy Research'*, where Foster (1988) presents a tool called 'Force-Field Analysis' which aims specifically to help clarify a situation you want to change. Restraining forces resisting change are balanced against driving forces promoting change, as a framework for describing the issues at hand. The aim is then to list the actions we could take to reduce the resisting forces and enhance those forces promoting change. The example used in Foster's article is reproduced here (see Figure 6) as it relates specifically to conducting research in a way appropriate to adult literacy.

With these overall design principles and issues in mind, we turn now to a discussion of the types of approaches and methods available as frameworks to carry out our research.

Forces resisting change		Forces promoting change
Learners/practitioners who didn't like previous experience of being researched Practical difficulties of finding an approach to research that satisfies all participants Practitioners who feel research should empower those being 'researched' and need reassurance Lack of resources • people/money/experience/models/aims and policies etc Agencies of social engineering...	THE FUTURE: "CONDUCTING RESEARCH IN A WAY APPROPRIATE TO A/L/E.A.L"	Practitioners and academics who want to see research as part of a learning/empowerment process The growing need for information that has been elicited through A/L/EAL process The political and strategic value of research findings in the pursuit of resources The role of research in promoting co-operation between different sectors The achievements and growth of informal learning

Figures 6 Foster's (1988) analysis model for adult literacy research (N.B. A/L/E.A.L. refers to "Adult Literacy/Essential Adult Learning")

Research Approaches and Methods

There are many ways of doing research. The approaches - experimental, historical, descriptive and naturalistic - outlined in Chapter 1 are four broad categories within which a myriad of methods can be applied. The appropriateness of methods chosen will determine whether or not they are suitable for the task. All approaches can be valid and useful; however, we need to select according to our purposes and contexts. This means thinking firstly very clearly about the focus and why you're doing the research. After this :

> *'...the 'how' flows from the 'why'. That is once you know what you want to find out, and why (or for whom) you want to 'find out', some methods will be automatically more appropriate.'*
> (Wadsworth, 1984:21)

At the beginning of the research, you need to think through to the end and ask yourself questions like:

> *'What kind of 'experiences' need to be experienced to get the answers to our questions ?*
> *Who would we need to talk to ?*
> *What would we need to say and ask ?*
> *What would we need to see, to read, to observe ?*
> (Wadsworth, 1984:22)

Quantitative and Qualitative Approaches

Research approaches can be broadly divided into two categories based on their methods: quantitative and qualitative. Quantitative approaches are basically concerned with finding 'how many', with describing a phenomenon in terms that can be counted or statistically expressed. Qualitative approaches are basically concerned with describing the nature of the answers: the who, which, what, when, where and particularly why (Wadsworth, 1984:85). They tend to emphasise a naturalistic approach towards issues and problems.This is a very simplistic definition; there is much overlap between approaches. They can also be used very effectively in combination.

Predominantly quantitative studies are sometimes required, strategically appropriate and have the potential for communicating with authority. However, I want to focus here on the possibilities offered by the qualitative perspective for ABE. The rationale for this focus is as follows :

1. The responses of the research survey stressed an interest in and preference for qualitative approaches.

2. The nature of many of the research priorities listed in Chapter 2 lend themselves to a qualitative perspective.

3. The qualitative perspective offers the possibility to develop fresh ways of understanding the contexts of our practice.

4. The qualitative approach is in line with adult learning principles and reflects sound adult learning theory.

5. Qualitative approaches stress the human dimensions of research and thus reflect the focus of our practice and concerns.

Potential of the qualitative perspective

Quantitative data may be required especially to argue cost-effectiveness and to document outcomes in clearly understandable terms. From a research angle, however, there are limitations to relying entirely on a quantitative approach. Rockhill (1982) identifies three major difficulties with quantitative research :

1. loss of the human perspective: in favour of statistical accuracy, with loss of individual uniqueness through entering the research setting with predetermined theories

2. definition from above: from the perspective of the researcher rather than the context of the individual's experience

3. value imposition: where constructs are often pre-selected by the researcher rather than derived through observing and understanding human experience. These constructs can be value-laden and unconsciously biased.

   The two research paradigms are compared in Figure 7. Basically, the qualitative and quantitative perspectives in their pure forms represent 'different ways of knowing and thinking about the world and research' (Rockhill, 1982:13).

The major advantages of the qualitative paradigms according to Rockhill (1982:11-13) are :

1. the researcher goes into the field to learn all that is possible from the data not to prove an 'a priori' favoured theory

2. the researcher remains as receptive as possible to the data

3. every effort is made to capture the exact expression and meaning of the participant

4. the focus is on meaning or intent rather than causation

5. data analysis is an integral part of the research process not a step that takes place at the end, with researchers interactively gathering data, analysing, theorising.and even possibly changing direction on the basis of the data.

6. the search is for concrete examples of a concept, its properties and relationships

7. subjectivity is acknowledged as part of the research process and seen as the key to being objective through making biases and preconceptions explicit

8. validity is assessed by the external reader asking, 'Does what I know mesh with what the data is saying ?'

The principles of qualitative research include interpretation based on logical rules, the art of good guesses backed up with explanation and validation, the acceptance of understanding as an intuitive, creative process and the concept of 'definition of the situation' (Thomas,1928,c.Mealyea, 1989:3), i.e. the participant's 'understanding of what is occurring around and to him or her momentarily and over time.' As Rockhill states (1982:15), this perspective should help to overcome some of the difficulties confronted by adult education research in general. and allows the'necessary humanistic understanding...to get to the meaning beyond correlations among variables.'

	QUANTITATIVE (EMPIRICAL)	QUALITATIVE (NATURALISTIC)
Phrases Often associated with the approach	• Experimental • Statistical • Positivist • "Hard" data	• Field work • Ethnography • Participant Observation • Phenomenology • Case study • "Soft" data
Purposes (It must be noted that these can be variable)	• Theory testing • Show relationships between variables • Establish facts • Statistical description • Prediction • Explain phenomena	• Develop concepts • Describe multiple realities • Develop understanding
Assumptions	• Educational phenomena are natural and can be reduced to and governed by laws. • Specific sets of contingencies can be applied that result in 'best' solutions. • Only measurable data (sense data/observable data) is of value.	• Human behaviour is influenced by the contexts in which it occurs. • Education is a social construction. • Human behaviour has more meaning than observable facts.
Steps in Research	1. Definition of problem 2. Construct Hypothesis 3. Review of literature relating to theory 4. Collection of data 5. Statistical analysis of data 6. Confirmation/Rejection of hypothesis.	1. Realisation of a problematic situation 2. Entry and role establishment 3. Data Collection through variety of strategies 4. Data Analysis and interpretation
Methods and Tools	• Surveys • Experiments • Questionnaires • Structured Interviews • Scales Structured • Observations • Test Scores • Inventories	• Unstructured Observation • Unstructured Interviews • Diaries • Journals
Data Analysis	• Deductive • Statistical	• Analytic Induction • Grounded Theory
Significant Educational Researchers associated with the approach	DONALD CAMPBELL FRED KERLINGER EDWARD THORNDIKE LEE CRONBACH ROBERT TRAVERS	HARRY WOLCOTT MARGARET MEAD ROSALIE WAX BARNEY GLASER RAY RIST

Figure 7: A comparison of the quantitative and qualitative research perspectives (Jennings, Burg, Field & Schaafsma, 1985:9-10)

To further explore examples of qualitative approaches and their application to ABE issues, two papers are particularly recommended.

1. Rockhill, Kathleen (1982) Researching participation in adult education: the potential of the qualitative perspective, *Adult Education*, 33,1, 3-19*

... as quoted above, this paper fully covers the issue of qualitative/quantitative research, with a focus on the area of participation in adult education. She highlights the potential of the qualitative perspective in understanding how participation is further embedded in learning and everyday life. Particular questions that qualitative research may help to answer in the area of participation include:

Learning outcomes: When is something learned ? How do we know that it's been learned ? What's the relationship of new learning to prior knowledge ?

The relationship of effort to learning in everyday life: What's the difference between learning that is integral to the processes of living and learning through concerted effort? Does the development of learner self-consciousness occur and what is its effect ?

Ethnographies of adult learning in classrooms, at work, at home and in the community could provide insight into the processes by which meanings are constructed and how they change with respect to learning eg. retention rates, dynamics of staying in programs; longitudinal studies could explore differences and changes in situational definition.

2. Meek, V. Lynn (1983) The wheel rediscovered: a critique of the 'new paradigm' of organisational evaluation, *Australian Educational Researcher*, 10, 4, 5-27 *

This article also defines qualitative and naturalistic methods, again focussing on a specific example: evaluation. Two major approaches to evaluation are identified:

(i) the goal effectiveness framework

which focusses on assessing programs in relation to stated goals and then assessing the efficiency or effectiveness of those goals. This is based on an orthodox model of concepts borrowed from the social sciences. This focusses on the problems of management and reflects such issues as the dynamics of the goal setting process, how goals change over time, conflicts that may exist below the formally stated goals of what a program is to achieve (Meek, 1983:10).

(ii) illuminative evaluation or naturalistic enquiry

The techniques are: observation, interviews and questionnaires but the aim is to build up a continuous record of ongoing events, transactions and remarks. Subjectivity is encouraged and the aim is to understand complex social interrelationships, observations and descriptions. The need within this approach is to also include consistent logic and theories to explain and make sense of the data gathered. A possible limitation of this approach is it may go too far towards the impressionistic and not synthesise data into theory and solid explanations of evidence.

**** Thanks to Stephen Black and Dr Robert Mealyea for providing these key articles.***

Both articles emphasise the need to move beyond orthodoxy and description to synthesis and interpretation. The challenge is that in pursuing naturalistic, qualitative approaches, it is even more crucial to make sure the findings of research are clearly and cogently argued and communicated to where they can be effectively applied. Our research needs to be useful, comprehensible and authentic. We need to consider such issues as the difference it can make to situations we want to change or improve and how students, teachers, policymakers and practitioners can benefit from the research.

It is beyond the scope of this handbook to provide a detailed account of qualitative research approaches relevant to ABE. A brief description of the major qualitative methods is provided with references for following up these ideas in further detail, along with suggested further reading on the qualitative/quantitative issue. These definitions are not clearcut and inevitably overlap, but hopefully are useful for practitioners and researchers starting out in the field. If you are interested in doing research, it is worthwhile to investigate courses that are available so that you can develop a solid grounding in research methods and techniques.

Quantitative/Qualitative Research: References

These references are taken from Jennings et al.(1985), listed below, which is itself, an excellent reference as a starting point for exploring the issue.

Bogdan,R.C. & Biklen,S.K.(1982) *Qualitative Research for Education*, Boston: Allyn & Bacon

Bryman, A.(1984) The Debate on Quantitative and Qualitative Research: A Question of Method or Epistemology, *British Journal of Sociology*, 35, 75-92

Jennings,L.,Burg,J.,Field,L. & Schaafsma,H.(1985)*Research in Adult Education: A Resource Guide*, Sydney: ITATE/School of Adult & Language Education, UTS

Patton,M.Q.(1980)*Qualitative Evaluation Methods*, Beverly Hills: Sage

Schempp,P.G.(1984) A Call for Balance in Educational Inquiry, *Educational Research and Perspectives*, 11, 2, 82-90

Qualitative Research: General references

Black, S. (1989) Qualitative research : a rationale for its use in an adult literacy study, *Literacy Exchange,* No. 1, June, 56-62

Duke, C. (1985) (ed) *Canberra Papers in Continuing Education New Series 5, Participation Research,* Canberra: The ANU Centre for Continuing Education

Sherman, R.R. & Webb, R.B. (1988) (eds) *Qualitative Research in Education : Focus and Methods,* London : Falmer Press

Qualitative Research: Methods

Action Research

This is basically an approach to conducting research which 'recognises explicitly its action and change-inducing component. That is, the idea that change inevitably results, (whether intended, unintended, visible or unnoticed) from the research process is actually recognised and consciously built into the basic design of: plan change — act — observe — reflect — plan new change and so on' (Wadsworth, 1984:81).

Other key aspects of action research include :

- There is an element of self-reflection in the inquiry.
- It aims to obtain knowledge to be directly applied in the social situation.
- The problem is stated generally, rather than in terms of hypotheses.
- Participants are part of the natural 'flow' of human activity; they are not systematically sampled or selected.
- Procedures for conducting research are planned generally at the outset and altered as needed throughout the course of investigation
(Merriam & Simpson, 1984: 107)

Further reading :

Carr, W. & S. Kemmis (1983) *Becoming Critical: Knowing Through Action Research,* Geelong : Deakin University Press

Jennings, L.E.(1985) Paradigmatic Choices in Adult Education: from the Empirical to the Critical, *Australian Journal of Adult Education*, 25, 2, 3-7

Jennings,L.,Burg,J.,Field,L.& Schaafsma,H.(1985)*Research in Adult Education: A Resource Guide*, ITATE/UTS, Ch.5

Kemmis, S.(ed) (1982) *The Action Research Reader,* Geelong: Deakin U.P.

Kemmis, S. & McTaggart, R. (1982) *The Action Research Planner,* Geelong : Deakin U.P.

ABE studies using an Action Research approach:

Brennan,M.(1985) *Doing Language: an account of a developing teacher project tackling issues of literacy and incarceration*, Wagga: RMIHE/Charles Sturt University

Hammond,J.(in progress) *Action research into the relationship between oral and written language in classrooms*, Sydney: NCELTR, Macquarie University

Case-Study Research

Case-studies are often interwoven with other research methods such as ethnography and interviews. The focus is on developing an understanding of the general through close study of the individual case or instance. In ABE research, this has focussed on such phenomenon as the development of individual student's learning and the documentation of classes or courses in their initial stages. Information is gathered through interviews, observation and questionnaires, and synthesised into a total picture which aims to reflect forces and factors at work in a situation. It particularly emphasises the human perspective, 'presenting those taking part as participating human beings and allowing the people in the field a voice (Mealyea, 1989: intro.).

Kemmis (1980,c.Mealyea, 1989:17) cites the following main characteristics of case-study work :

1. it is primarily fieldwork based and thus focusses on naturally occurring states of affairs
2. informal methods rather than traditional technical methods are used
3. the emphasis is on the intensity of exploration, rather than reliance on large samples, to create an accurate portrait of the circumstances as perceived by participants.

Further reading :

Atkinson, P. & Delamont,S., (1985) Bread and Dreams or Bread and Circuses ? A critique of case-study research in education, in Shipman,M.(ed)(1985) *Educational Research: Principles, Policies and Practices*, London: Falmer, 26-45

Grant, A.N. & A.Treloar (1988) Doing Case-study Research, in *Literacy for Living*,, Conference papers of the 12th Australian Council for Adult Literacy National Conference, Brisbane: A.C.A.L., 232-8

Kemmis, S. (1980) The imagination of the case and the invention of the study, in Simons,H.(ed) *Towards a Science of the Singular*, University of East Anglia: Centre for Applied Research in Education

Mealyea, R. (1989) *Conducting Research in Adult Teacher Education: A Humanistic Perspective*, Hawthorn: Hawthorn Institute of Education

Rudduck, Jean(1985) A Case for Case Records ?: A Discussion of Some Aspects of Lawrence Stenhouse's work in Case-study Methodology, in Burgess,R.G. (ed), *Strategies of Educational Research : Qualitative Methods*, London:Falmer

ABE studies using a case-study approach:

Gribble,H. & Grant,A.(1982-3) *Failing to Learn...Failing to Live: Implications of the CAE Case-study Project on Adult Literacy*, Unpublished Report, Melbourne: Council of Adult Education

Grant, A.N.(1987)*Opportunity to do Brilliantly: TAFE and the Challenge of Adult Literacy Provision in Australia*, Canberra: AGPS

Ethnography

Ethnography refers to both a set of techniques and methods used to collect data and the written record that is the product of those techniques (Merriam & Simpson, 1984: 91). The emphasis is on working out social order and settings in terms of the meaning it has for those participating in it. Procedures used include: participant observation, in-depth interviews, life-history, documentary analysis and investigator field notes (records of the researcher's experiences and impressions). The process involves going into the field and becoming part of it to gain firsthand knowledge of how it works. The fieldworker enters the setting, establishes rapport with participants, maintains relations with them and finally leaves the setting. Participant observation is the cornerstone technique of ethnography with the role taken depending on the type of material being gathered and the group being studied. It is a time-consuming and demanding technique and can pose special problems such as the possibility of role conflict or 'going native' i.e. 'being taken over by the perspectives required for the role and losing the perspective of the researcher' (Mealyea, 1989).

Further reading :

Hammersley, M. & P. Atkinson (1983) *Ethnography: Principles in Practice,* London : Tavistock

Mealyea, R., (1989) *Conducting Research in Adult Teacher Education : A Humanistic Perspective,* Hawthorn : Hawthorn Institute of Education

Woods, Peter (1988) Educational Ethnography in Britain, in Sherman, R.R. & R.B. Webb, *Qualitative Research in Education: Focus and Methods,* London: Falmer, 90-109

ABE studies using an ethnographic approach:

Brennan, R.E. & Brennan,M.,(1990) *A Word from the Riverina: Perspectives in Adult Literacy Education*, Wagga: Riverina Regional Council of Adult Education Research Report

Sabto, J.(1987) *Adult Illiteracy: Four Case-studies,* Unpublished PhD Thesis, Education Faculty, Monash University, Melbourne (Also, as the name suggests, an example of a case-study approach)

Grounded Theory

Grounded theory is a distinct research methodology popularised in the late 1960s by the classic text by Glaser and Strauss (1967),*The Discovery of Grounded Theory*. As with ethnography and case-study, the investigator is the main instrument of data collection and analysis, and inductive fieldwork is the primary mode (Merriam & Simpson, 1984: 99). In grounded theory, the theory is derived and built up from the data with the emphasis on discovery through validation of experiences from a number of sources. This is in contrast to traditional methods where a theory is generated and data collected to either support or falsify the theory.

Grounded theory is well-suited to new fields of enquiry where little theory has been developed. It has particular applications to conceptualising and synthesising frameworks for practice by articulating the underlying assumptions and ideas. Data usually comes from interviews and participant observations.

Further reading:

Darkenwald, G.G. (1980) Field Research and Grounded Theory, in Long, H.B., R. Hiemstra (eds) *Changing Approaches to Studying Adult Education,*
San Francisco: Jossey-Bass, 63-77

Glaser, B. & A.L. Strauss (1967) *The Discovery of Grounded Theory,* Chicago: Aldine

Hutchinson, S. (1988) Education and Grounded Theory, in Sherman, R.R. & R.B.Webb (eds) *Qualitative Research in Education: Focus and Methods,* London: Falmer, 123-40

ABE studies using a grounded theory approach:

Lowe, K.(1986) *Origins of Reading Failure,* Unpublished Masters Thesis, Centre for Literacy Studies, Wollongong University, NSW

Mezirow, J., G.G.Darkenwald & A.Knox (1975) *Last Gamble on Education,* Washington: Adult Education Association of USA

Examples of Full-length Empirical studies

To understand how qualitative methods can be effectively used, it is valuable to read full-length studies. It's also important to read outside the ABE field for ideas on how to work in your own situation. The following list provides a starting point and includes 'classic' qualitative, empirical studies, as well as in-depth local studies. The list covers a broad range of educational settings and issues.

Becker, H.S., Geer, B., Hughes, E.C. & Strauss, A.L.(1961) *Boys in White: Student Culture in Medical School,* Chicago: University of Chicago Press

Black, S. (1989) *Low -literate prisoners: their needs and factors affecting their participation in prison literacy programmes,* M.A.Hons Thesis, Sydney University

Connell, R.W., Ashenden, D.J., Kessler, S. & Dowsett, G.W. (1982) *Making the Difference,* Sydney: Allen & Unwin

Grant, A.(1987) *Opportunity to do Brilliantly: TAFE and the challenge of adult literacy provision in Australia,* Canberra: Australian Govt Printers

Mealyea, R.J.(1988) *Confirmed Tradies: A study of a mature age technical teacher education program,* Unpublished PhD Thesis, Victoria, Australia: Education Faculty, Monash University

Mezirow, J., Darkenwald, G. & Knox, A. (1975) *Last Gamble on Education*, Washington: Adult Education Assocation of the U.S.A.

Nash, R.(1973) *Classrooms Observed*, London: Routledge & Kegan Paul

Sabto, J. (1987) *Adult Illiteracy: Four Case Studies*, Unpublished PhD Thesis, Victoria, Australia: Education Faculty, Monash University

Sharp, R. & Green, A.(1975) *Education and Social Control*, London: Routledge & Kegan Paul

Walker, J.C.(1985) *Louts and Legends: Male Youth Culture in an Inner City School*, Sydney: Allen & Unwin

Willis, P. (1977) *Learning to Labour: How working class kids get working class jobs*, Farnborough: Saxon House

Wolcott, H.(1973) *The Man in the Principal's Office*, New York: Holt, Rinehart & Winston

Woods, P. (1979) *The Divided School*, London: Routledge & Kegan Paul

Specific Research Techniques

It is beyond the scope of this handbook to cover all the related issues of successfully planning and implementing research. A course in research techniques and methods is one way of learning these skills. Another is through reading the relevant literature. The following reading list provides a starting point for the latter and is drawn from ABE research survey input and my own reading and research.

Good overall practical research texts

Wadsworth, Y. (1984) *Do It Yourself Social Research*, Melbourne: Victorian Council of Social Service
This is an excellent basic text covering all aspects of the research process in easy to understand language. It contains practical down to earth information on where to start, how to tackle research, designing research, methods and techniques, working out what you've found, saying what you've found and examples of doing research well.
Available from The Victorian Council of Social Services, 290 Wellington St, Collingwood, Victoria 3066 for $7 plus postage.

Walker, R. (1985) *Doing Research: A Handbook for Teachers*, Cambridge: Methuen
This is an excellent overview of research processes and techniques. It is particularly targeted at teachers who attend and run courses which include elements of applied research, action research or evaluation. Consequently, it is also of use to students doing such courses. Research methods and techniques are analysed in terms of their advantages and disadvantages, and appropriateness for particular research questions. Practical examples are given throughout.

Jennings, L.,Burg,J.,Field,L.& Schaafsma,H.(1985) *Research in Adult Education: A Resource Guide*, Sydney: ITATE/UTS
A comprehensive and practical introduction to research in adult education with plenty of useful references to follow up. Covers: nature of research in adult education, planning research, selected techniques, and the practitioner as researcher movement, especially action research. Includes a very useful annotated bibliography on adult education research.
Available from the School of Adult & Language Education, University of Technology, Sydney, $5.

Kane, Eileen (1984) *Doing Your Own Research: How to do Basic Descriptive Research in the Social Sciences and Humanities*, London: Marion Boyars
This book is a good introduction to how to conduct research. Major sections include: What do you want to know ? How do you find it ? Preparing the results, counting the costs. It includes practical information on preparing a research outline, research techniques and writing the research paper.

Merriam, S.B. & Simpson, E.L. (1984) *A Guide to Research for Educators and Trainers of Adults* , Florida: Robert E. Kreiger
This text covers a range of research issues including focussing the research, the literature review, types of research, data collection procedures and techniques, and reporting and disseminating research. A good starting point for perspectives and practical advice in the initial stages of planning and organising research.

Long, H.B., Hiemstra, R. & others (1980) *Changing Approaches to Studying Adult Education*, San Francisco: Jossey-Bass
This text provides an overview of theoretical and historical perspectives in adult education research. It is a broad introduction to a range of research approaches such as historical, survey, grounded theory and includes many follow-up references.

Journals devoted to ABE Research

Literacy Exchange, No.1 June, 1989: 'Focus on Research'
Journal of the N.S.W. Adult Literacy Council. This issue includes a list of relevant journals, comments on research techniques, and their appropriateness to ABE, examples of Australian ABE research.
Available: NSW Adult Literacy Council, PO Box 273, Alexandria, 2015
(02) 690 1656, Cost: $5.

RaPAL (Research and Practice in Adult Literacy) Bulletin (UK) No.9 Summer, 1989: Doing Research
Includes: descriptions of research techniques eg. interviewing, questionnaires, comments on the application of research techniques to ABE, writing up and publishing your research.
Available: Adult Literacy Information Office, 199 Regent St Redfern 2016 (02)6998955 or RaPAL (UK) Dept of Linguistics, Lancaster University, Lancaster, LA1 4YT.
RaPAL generally aims to cover research and practice issues in adult literacy.

CATALPA Bulletin Contact Mike Baynham, School of Adult and Language Education,

Faculty of Education, University of Technology, Sydney, PO Box 123, Broadway NSW 2007.
Ph: (02) 2179895, switch: (02)217 9999

Open Letter: Australian Journal for Adult Literacy Research and Practice: Two pilot editions in 1990 as part of International Literacy Year. Contact Professor Ian Reid, Centre for Studies in Literacy Education, School of Humanities, Deakin University, Geelong, Victoria 3217. (052) 471270

Fieldwork

Burgess, R.G. (ed) (1982) *Field Research: a Sourcebook and Field Manual,* London: Allen & Unwin

Burgess, R.G. (ed) (1984) *In the Field: An Introduction to Field Research,* London: Allen & Unwin

Schatzman, L. & Strauss, A.L.(1973) *Field Research,* New Jersey: Prentice Hall

Wax, R. (1971) *Doing Fieldwork: Warnings and Advice,* Chicago: University of Chicago Press

Interviewing

Dowsett, G. (1987) The semi-structured interview, *Australian Journal of Adult Education,* Vol.27, No.2, 29-32

Hosie, P. (1986) Some theoretical and methodological issues to consider when using interviews for naturalistic research, *Australian Journal of Education,* Vol.30, No.2, 200-11

Measor, L. (1985) Interviewing: a strategy in qualitative research, in R.G. Burgess, *Strategies of Educational Research,* London : Falmer, 55-78

Journal Writing

Holly,M.L.(1984)*Keeping a Personal-Professional Journal,* Geelong: Deakin University Press

Literature Searches and How to Organise Them

Chadwick,A.F. & Fielden, R.D.S. (1979) *Approach to Research in Adult Education,* Nottingham: University of Nottingham, School of Education, 8-10

Cooper, H.M.(1984) *The Integrative Research Review: A Systematic Approach,* California: Sage

Merriam, S.B. & Kissinger, P. (1984) Efficient Location of Research Materials in Adult Basic Education, *Adult Literacy and Basic Education,* Vol.8, No.3, 121-33

Merriam, S.B. & Simpson, E.L. (1984) *A Guide to Research for Educators and Trainers of Adults*, Florida: Robert E. Kreiger, Ch.3

Planning Research

Grannall,R.(1989) *Designing a Research Project: guidelines to assist those carrying out research in TAFE,* Sydney: TAFE, Surveys and Evaluative Division

Long, H.B. & Hiemstra, R. (1980) Basic Elements in Planning and Practising Research, in Long,H.B., Hiemstra, R. & others (1980) (eds) *Changing Approaches to Studying Adult Education*, San Francisco: Jossey-Bass, 22-40

Wadsworth, Y.(1984) *Do It Yourself Social Research*, Melbourne: Vict. Council of Social Services, 1-20

Proposal/Submission Writing

Obtain guidelines and details of what is expected from those who will be considering the research i.e. funding bodies, educational institutions. The usual format for a research proposal would be:

Abstract
Rationale for the study
Aims
Methodology
Outline eg stages, chapters, sections
Timetable

The usual format for a submission would include:

Project description: aims, nature, target groups
Project background & justification
Project stages
Timetable
Project outcomes & how they will be evaluated
Equipment and resources
Available expertise
Statements of support

The key difference between the two is that a submission is establishing justification for funding, accountability for how the money will be spent and potential impact, whereas a research proposal is generally prepared for an educational context to allow supervisors to check direction, structure and methods. Establishing feasibility is an aim common to both.

Examples of successful research proposals or submissions in similar areas are also useful as a model for your own writing. Additional 'Notes on Submitting Projects for Funding' are included in Appendix 6.

See also:
Dept of Continuing Education, University of New England (1989) *Education Continuing,998-1, Continuing Education: Special Study Course Outline* for some useful examples and suggestions.

Questionnaires

Lees-Haley, P.R.(1980) *The Questionnaire Design Handbook*, Alabama: Rubicon

Sudman,S. & Bradburn,N.M.(1982) *Asking Questions*, San Francisco: Jossey Bass

Statistical Approaches

Consult an expert in statistical approaches in your field and think carefully about why and how you're using them. It is advisable to either complete a course in statistical approaches or to read and consult widely before starting out. Embarking on statistical approaches can pose many problems for the novice. One key difficulty is that you can lose touch with your data if you feel out of depth with the techniques applied to it.

There are many general texts on statistical techniques for educational research available. One that is very comprehensive and thorough is:

Huck,S.W., Cormier,W.H. & Bounds, W.G.(1974) *Reading Statistics and Research, New York* : Harper & Row

This text is basically a course in statistical techniques and their applications designed for university students. It includes information on: the format of journal articles and how to read them, statistical techniques and applications, and research designs. Highly technical and concentrates on the experimental approach to research, but very thorough.

Survey Research

Alreck, P.L. & Settle, R.B. (1985) *The Survey Research Handbook*, Illinois: Irwin

Reeves,T.K. & Harper,D.(1981) *Surveys at Work: A Practitioners' Guide*, London: McGraw-Hill

Writing Up

When in the writing up stage, it's useful to talk to people who have been through the process and to look at examples of research which communicate clearly. Some suggestions taken from the RaPAL Bulletin (1989:18), 'Doing Research' follow:

- Think about who your audience is. It may be hard to write for everyone, but target it to the key people you want to address.
- Reports are easier to read if :
    - they are clearly laid out with lots of spacing

  - they have pictures or images to break up the text
  - the report is in clear short chunks
  - they are written in plain english that avoids jargon

- The introduction should say :
  - who is presenting the research
  - what it's about
  - who did the research
  - why you did the research

- The report should include a contact name and address.

- If you are finding it difficult to specify your audience, consider writing more than one version of your research. The example given in RaPAL is of Roz Ivanic of the University of Lancaster, Department of Linguistics. She has written a formal report of her research on punctuation for people studying linguistics (The Logic of Non-Standard Punctuation, Lancaster Papers in Linguistics, No.51) and a short report on her findings that useful for students and tutors learning and teaching in ABE ('Punctuation' in Research and Practice in Adult Literacy : the London Seminar, ILEA, 1985).

Examples of research reports which present figures and statistics in a readable way are:

Hamilton, M. (1987) *Literacy, Numeracy and Adults: Evidence from the National Child Development Study, UK* : Adult Literacy and Basic Skills Unit

Wickert, R.(1989) *No Single Measure: A Survey of Australian Adult Literacy*, Canberra: Commonwealth Dept of Employment, Education and Training

Other useful references for writing up include:

Anderson, J., Durstin, B.H. & Poole, M. (1970) *Thesis and Assignment Writing*, Sydney: J. Wiley & Sons

Commonwealth of Australia(1988) *Style Manual for Authors, Editors and Printers*, 4th Edition, Canberra: Aust Govt Publishing Service
Available: Australian Govt Bookshops/Publishing Service.
Contains detailed information on writing, editing, referencing, preparing for publication, the printing and publication process.

Walters,P. & Tennant, M.(1984) *Preparing a Research Report*, Sydney: ITATE/UTS

Life After Research

Often it seems that research ends with the writing up of the report and the hope that one day it will be useful to someone in a practical sense. Partly because of the energy expended in research, the process stops there and the value of much research is unfortunately lost. This section aims to encourage ABE researchers to keep in mind the last important phase of research: its going out into the world and how this can be effectively achieved. The other issue highlighted here is the importance of reflecting on the research process itself: as a means of personal and professional growth and as a way of contributing to the field in turn after the research process is over.

Ensuring Practical Outcomes

Bennett and Desforges (1985: 109) outline briefly the history of educational research and describe the gap which has often existed between policymakers, administrators and teachers on one hand and researchers on the other:

> *'Policymakers, administrators and teachers criticised researchers for pursuing esoterica instead of tackling day-to-day problems, and even when the odd report was seen as marginally relevant it was so couched in jargon that it only served 'to camouflage glimpses of the obvious.' Researchers in turn criticised teachers for blindly following the latest bandwagon and for holding misconceptions of the researcher's role.'*

Attitudes have changed over the past fifteen years with increasing communication between researchers and teachers, resulting in more effective implementation of research findings in the classroom. Research has started to find its way off the shelf and into the hands of practitioners who can apply the outcomes. One way of doing this is to actually involve teachers in research through collaborative approaches (see Bennett & Desforges,1985 : 110-116; Mitchell, 1985). The work of Brian Cambourne and his teacher/researcher colleagues is an Australian example of the effective outcomes of classroom-based research in terms of literacy policy and practice.

Dissemination of research findings is the other major way to ensure practical outcomes. There are many possible audiences for research: teachers, students, policymakers, providers, higher education, the wider community, other researchers. The way our research is communicated to them will depend on the audience and the desired outcomes. For this reason, you might need to consider reworking the findings of your research and presenting them in different ways. Some examples follow.

Publication

You might consider writing more than one version to target particular audiences. A fully researched thesis written in detail will contain much useful information, but it will have a limited audience if the thesis alone is written without further reworking. One option is to produce a series of monographs highlighting particular aspects of the work and written for a specific audience.

An example is the recent research of Robert Mealyea on the occupational transition from tradesperson to technical teacher. The full thesis, *'Confirmed Tradies: A Study of a Mature-age Technical Teacher Education Programme'* (1988) has been rewritten as a series of monographs which can be used in the context of teaching adult students and as a way of presenting research methodologies and findings. These monographs include:

Work and Career: a Theoretical Framework : a readable account of the theory and research literature on occupational identity and resocialisation

Tradies' Work: 13 Voices : a series of case-studies of the adult teachers who were the subjects of the research highlighting key issues

Conducting Research in Adult Teacher Education: A Humanistic Perspective : a summary of the research methodology, problems and processes, thus providing a model for qualitative approaches to research, as well as many useful references.

Humour as a Coping Strategy in the Transition from Tradesperson to Teacher : a summary of the main findings of the research presented in a readable and entertaining way.

Rosie Wickert's (1989) survey research on Australian adult literacy was also presented as a full report and a summary report to meet the needs and requirements of different audiences and to ensure that the results of the research are available in a readable format. A pamphlet summarising the major findings and related issues in a 4-page format is also extremely useful. It is the type of publication that can be handed to the media, to potential volunteer tutors as background information or to members of the general community who wish to know more about literacy levels in Australia. Further publications based on specific aspects of the research are planned.

Short papers can be prepared for publication through journals, newsletters, monograph series or occasional papers. Local journals and newsletters, such as *Literacy Exchange* (NSW Adult Literacy Council) and other state adult literacy council journals and bulletins, *Literacy Link* (Australian Council for Adult Literacy) and the *Australian Journal of Reading* (Australian Reading Association) are examples of the many publications that may consider printing your research findings. As editor of *Literacy Exchange* from 1987-89, I rarely received any unsolicited material and would have greatly appreciated any input on research findings.

The newer ABE publications piloted in 1990 will hopefully also be ongoing avenues for disseminating much needed research and practice information. The *CATALPA Bulletin* prepared by Mike Baynham from the University of Technology, Sydney, aims to fill the current gap of informal, practical information exchange between practitioners and researchers. The Adult Literacy Research and Practice Journal, *Open Letter*, prepared by Ian Reid of Deakin University focusses on a more academic approach, with the main emphasis on adult literacy and basic education, but with related areas such as first and second language acquisition and gender issues also being part of its scope. This journal will also fill a current gap in dissemination, especially in communicating the type of research carried out through higher education institutions.

Overseas journals are also an avenue for publication, but the acceptance rate is fairly low (about 25-30% for major US reading journals), so you will need to write a clear, topical, well-presented paper for that market. There has, however, been strong representation of Australian literacy research and practice in overseas journals. For example, a recent issue of the US *Journal of Reading*, (1989, Vol.32,No.7, March) featured entirely Australian content. There is every reason for this trend to continue given the quality of our research and its grounding in solid literacy/numeracy approaches.

For longer papers, you could consider the NSW Adult Literacy Information Office series of Occasional Papers in adult literacy/numeracy. These are published either as single documents or bound volumes. The aim is to get research findings and stimulating discussion papers into the hands of practitioners.The Australian Reading Association also publishes a series of monographs which feature one or two research papers presented in depth. The Centre for Teaching and Research in Literacy at Charles Sturt University, Wagga, publishes monographs and short papers featuring research and teaching techniques based on good practice. You could explore other higher education institutions which have a major interest in literacy and numeracy as avenues for publication.

A full list of relevant journals, newsletters and their corresponding organisations is given in the next chapter and in Appendix 7.

It's not too difficult to produce a short run of a monograph yourself, outlining your research and its implications. Without funding, however, you may have to pay the costs. The RaPAL Bulletin (1989:19-20), provides a few ideas on titles, cover design, producing images, layout and binding. Talking to people in publication and graphic fields about different ways of presenting your publications and the costs involved is also useful. Talk also to people in literacy/numeracy organisations for assistance in how to publish and distribute your research findings, eg. the Adult Migrant Education Service, the Adult Literacy Information Office and state adult literacy councils.

Workshops, Seminars, Conferences

An effective way of getting research findings across to those who need them is through workshops, seminars or conferences. Again, different workshop sessions could be organised to target different audiences: colleagues, students, policymakers, practitioners, the community. Think about who you would like to get your research across to and organise a workshop or seminar to fit that objective. Personally invite any particular people or representatives of organisations who you feel would benefit from your research findings.

Conference organisers usually give a 'Call for Papers' in the early stages of planning a conference. This is the opportunity to present a summary of your work for consideration and acceptance as part of the conference proceedings.

Media/Press Releases

Valuable coverage of literacy/numeracy issues has been featured in the media recently. This has been largely due to stimulating interest through providing information and media releases to coincide with the release of research findings, such as those by Miltenyi (1989), Wickert (1989) and Hartley (1989). Again, think about the audience you would like to address and prepare a letter or media release for the appropriate newspaper, magazine or radio station. Avenues could include local newspapers, daily newspapers, ethnic newspapers, general interest magazines, local and national radio (eg Radio National's Education Now program).

Policymakers/Politicians

If you want policymakers and politicians to be aware of your research findings and its implications and perhaps to make some changes as a result of this, think of ways of getting your message across to them. You could:

- send key people a copy of your research in an easily digestible format together with a covering letter highlighting the main concerns
- work through established organisations such as the Australian Council for Adult Literacy or state literacy councils and use their support to develop ways of presenting your ideas effectively
- correspond with local, state and federal politicians to inform them of your research and its implications
- inform other related interest groups and lobby groups so that the issue has a wider platform and perhaps link your research into other similar research to show a consistent pattern
- invite policymakers or politicians to seminar sessions or personally visit local MPs to explain your research and its implications for issues such as funding at the local level.

These issues have been raised in detail because it seems that ABE research has not always been clearly communicated to those who need it. There are many reasons for this: lack of funding, the relative newness of the field as a profession and our own sense of marginality about the importance of our research. It is hoped that these ideas may stimulate some thought and action. The next section looks at another 'after the research' issue: reflection on the part of the researcher about the process. This may also stimulate further thought or writing that may communicate the research process to others in ABE. This section on reflection, written by Helen West, as part of an ITATE/UTS learning contract, also serves as a useful summary of the processes outlined in this chapter.

The Role of Reflection in Research

Helen West

Introduction

When people undertake research, they may go through many processes :

being inspired by the original idea for the research
recognising/identifying/conceptualising an area for study
clarifying their goals
designing their approach
writing funding submissions
designing and producing data-gathering tools
gathering the data
producing the data/getting it printed
disseminating the report

Throughout these processes, researchers develop their skills in these areas. They may also face difficulties, barriers, setbacks and feel frustration, despair and exhaustion. In overcoming these, they may receive assistance, co-operation and support from others and feel gratitude, relief and satisfaction. They may be stretched past known limits of understanding. They may question their roles and struggle with their perceptions of themselves as researchers.

Growth in academic and personal areas through research is perhaps the most significant and lasting of all the processes that take place in research. The following questions were designed to prompt, through reflection, learning about these processes in the experience of research.

Some Questions to Aid Your Reflection on Your Research

Reflection/De-briefing stages:

1. What happened ?
2. How did you feel ?
3. What does it mean to you ?

Reference: *Reflection: Turning Experience into Learning*, Boud, D., Keogh,R., and Walker, D., (eds) Kogan-Page, London, 1985

Rationale for Reflection Approach: Perhaps the most significant and lasting of all the processes of research is the learning process that takes place within the learner.

A. Getting started

1. Where did your original idea come from ?

2. What was so important about this to you ?

3. How important is this idea to you now ?

4. What was your first step ?

5. How would you change the start if you could ?

6. What personal records/diary/letters did you write as you worked ?

7. How valuable were these to you ?

8. Were your goals clear at the start ?

9. Did your goals change during your work ?

10. When you started your research, what role did you perceive yourself in ? (student/teacher/learner/researcher/expert/professional/assistant etc)

11. Did this perception change as your work progressed ?

12. In what way ?

B. Difficulties

1. What was your greatest difficulty doing your research ?

2. How did this make your work difficult ?

3. How did you manage this difficulty ?

4. How does this make you feel now ?

5. What value did this experience have for you ?

6. List other difficulties and details of their effects on you.

C. Processes

1. What tools did you use in your work ? (questionnaires/interviews etc)

2. How did you design these ?

3. How did you produce the documents for these ?

4. Were these tools useful in achieving the goals of the work ?

5. What alternative tools could you have used ?

6. What problems did you have with these tools ?

7. What did you learn about designing questionnaires from your work ?

8. What did you learn about conducting interviews from your work ?

9. Does anyone have a better word than 'tool'?

D. The writing-up process

1. How did you start ?

2. What did you do next ?

3. Did you - handwrite
   cut and paste
   type
   word-process on computer
   tape-record/use dictaphone
   combination of above/other

4. What were the values of each of these methods ?

5. How did you organise the presentation of statistical data ? (graphs/tables etc)

6. How easy/difficult was this for you ? Give reasons.

7. How did you present diagrammatically the conceptual content of your work ? (conceptual models/flow charts etc)

8. How easy/difficult was this for you ?

9. Did anyone edit for you ?

10. How helpful was this for you ? Give reasons.

11. How many re-writes did you do ?

12. At what stage did you give your work a title ?

13. How many titles did you give it before the final one ?

14. At what stage did you give your work its final title ?

15. How important is this title to you ? Give reasons.

16. At what stage/stages did you write a table of contents ?

17. How useful was this to the organisation of your work ?

18. Did you write implications from your research ?

19. How easy/difficult was this for you ?

20. Design your own question to highlight an aspect of writing-up you consider important.

E. Dissemination

1. Has your research been read by anyone else ?

2. Has your research been presented publicly ?

3. Has your research been published ?

4. How did you feel about any one of the above ?

5. How many times have you presented your findings either in writing or personally?

6. What was that like for you ?

7. Did you repeat the same presentation or present it from different points of view ?
8. What were these different points of view ?
9. How did others respond to your work ?
10. How does this make you feel ?
11. Do you feel included in the field of research ?
12. At what point did you feel included in the field of research ?
13. What other way would you like to disseminate your work ?

F. What next ?

1. Have you done more than one piece of research ?
2. Have you thought about doing more than one piece of research ? What ?
3. How easy/difficult was it for you to 'let go' of your first/most important piece of research ?
4. What were your feelings when you finished your work ?
5. Would you consider keeping a diary/portfolio if you do further research ? Give reasons.
6. What role has your research work played in your personal/professional growth ?

G. Feedback

1. How valuable has this reflection been for you ?
2. Have you ever thought about these issues before ?
3. Have you ever discussed these issues before ? With whom ?
4. Have you ever written about these issues before ? When ?

Suggestions for using the questions

The questions can be answered individually as a reflective activity. This can be followed up by discussion in pairs or small groups to further explore the questions and the issues raised.
Helen West, Miller College of TAFE, NSW, (02) 6071418

Chapter 4
Sources of Information for Research in ABE

This chapter provides a list of sources of information for people wishing to do research in ABE. At research workshops, the difficulty of locating research and contacts was highlighted, particularly for those new to the field. This chapter provides information to assist both those familiar with the field and those coming from another perspective.

Finding out information on ABE has been difficult in the past, but the situation is improving. Part of the problem has been access to available knowledge. Another dimension to the problem is the competence of our research skills: knowing how to locate and use sources and finding ways of obtaining the information required. The fact that information has not been readily accessible has placed further demand on the level of research skills required.

This information has been compiled as part of the processes of the ABE Research Project, with significant input from survey respondents and contacts made during the project. The areas covered were initially brainstormed during a 1989 Research Workshop in Sydney. The input of respondents, contacts, workshop participants, Adult Literacy Information Office staff and ITATE Library staff is gratefully acknowledged.

It is important to note that this information is not intended to be exhaustive. Whilst every effort has been made to gather thorough, accurate and useful information, it is designed only as a starting point. It is envisaged that this chapter will be updated through the CATALPA project. If you have information that you would like to add or change, contact CATALPA.(See Introduction for details).

The sources of information covered in this chapter are:

- Databases and Clearinghouses
- Bibliographies
- Overviews
- Organisations, Journals and Newsletters
- Research/Teaching Centres and Courses
- Key References by Topic

Databases and Clearinghouses

Definitions:

A **database** is a volume of information stored in a computer and organised in categories to facilitate retrieval. Access to information is by a keyword or descriptor system. The database can be presented in a hardcopy (printed) form or in disk format.

A **clearinghouse** is a central organising point for receiving and distributing information. Copies of material are sent into the clearinghouse by writers/institutions. The material is listed in an index or database. Requests for copies of material are made to the clearinghouse. Material is either in hardcopy and/or microfiche, and there may be a charge for the service.

1. Australian Adult Basic Education Research Database

The process of developing this database, its scope and content is detailed in Chapter 1. Descriptors or keywords for accessing information are in Appendix 5. The database is available in hardcopy format at this stage, and may be available on computer disk in the future. There will be regular update of its content. To obtain a copy of the Australian ABE Research Database or for information on how to contribute:

Contact : CATALPA
School of Adult & Language Education
Faculty of Education
University of Technology, Sydney
PO Box 123
BROADWAY 2007
Ph : (02) 217-9913 or (02) 217-9999 (switch)
Fax : (02) 217-9911

2. CATALPA : Co-ordinating Agency for the Training of Adult Literacy Personnel in Australia

CATALPA is not itself a database, but as its name suggests, a co-ordinating agency which has as one of its roles, database development and access. CATALPA has been established to serve the needs of those in Adult Basic Education training in Australia. The project, funded by the Australian Government's International Literacy Year program, is being carried out jointly by staff at the University of Technology, Sydney and La Trobe University, Melbourne. Dr Audrey Grant from La Trobe and Dr Mike Baynham and Rosie Wickert from the University of Technology, Sydney were responsible for the initial proposal.

One of the initial aims of the project is to assemble a database with details of teacher and tutor training courses in ABE and related fields, and to link this with current research. Another function of CATALPA will be to encourage co-ordination and communication between people involved in training for ABE workers and providers of ABE courses through newsletters, meetings and conferences. The production of a Bulletin focussing on ABE research and practice issues is also part of CATALPA's brief.

CATALPA will be managing the update and distribution of the ABE Research Database in conjunction with the Adult Literacy Information Office in Sydney.

If you have information to be included on CATALPA's database or would like to access information, contact CATALPA in either Sydney (see above) or Melbourne. The Melbourne base is at LaTrobe University with Aileen Treloar and Beverly Campbell as contacts. They can be contacted on (03) 479-2856.

3. TAFE National Centre for Research and Development

This Centre provides both database and clearinghouse facilities for access to information related to Technical and Further Education including Adult Basic Education. The following information is taken from the *Vocational Education and Training Database* (Jones et. al, 1989: iv-v).

Clearinghouses

'The six state and two territory clearinghouses, linked together by the National TAFE Clearinghouse, are responsible for accessioning documents by and about TAFE and Training organisations and facilitating access to copies of these documents in response to requests. The National TAFE Clearinghouse is responsible for co-ordinating the system and in particular for disseminating the information to the TAFE and Training network in the form of a machine readable database and a printed copy.'

'The National TAFE Clearinghouse also shares its information with the Australian Education Index (AEII) available online via the Australian Information Network(AUSINET). Links with other Clearinghouses, such as the Educational Resources Information Centre (ERIC) have been established as well. The diagram below illustrates the relationship of the National TAFE information network.

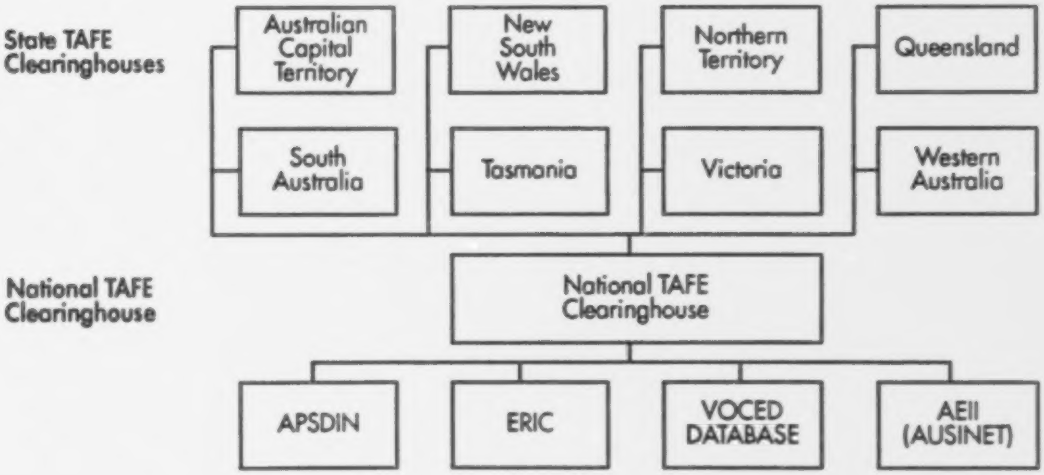
State TAFE Clearinghouses
Australian Capital Territory
New South Wales
Northern Territory
Queensland
South Australia
Tasmania
Victoria
Western Australia
National TAFE Clearinghouse
National TAFE Clearinghouse
APSDIN
ERIC
VOCED DATABASE
AEII (AUSINET)

Figure 8: Relationship of National TAFE Information Network (Jones, Dungey & Harris, 1989:v)

State, Territory and National TAFE Clearinghouse Addresses

National TAFE Clearinghouse
TAFE National Centre for Research
and Development Ltd
252 Kensington Road
Leabrook SA 5068
(08) 332 7822

ACT TAFE Clearinghouse
ACT Institute of TAFE
Woden Campus
GPO Box 826
Canberra City 2601
(062) 83 4688

NSW TAFE Clearinghouse
NSW Dept of TAFE
Head Office Library, Level 7
PO Box K628
Haymarket NSW 2000
(02) 289 7395

NT TAFE Clearinghouse
School Library Services
PO Box 39971
Winnellie NT 0821
(089) 89 5903

Queensland TAFE Clearinghouse
Dept of Employment, Vocational
Education & Training Library
PO Bag 3
Brisbane QLD 4101
(07) 237 0609

SA TAFE Clearinghouse
SA Dept of TAFE
GPO Box 2352
Adelaide SA 5001
(08) 226 3416

Tasmanian TAFE Clearinghouse
Division of Further Education
Murray House
73 Murray Street
Hobart TAS 7000
(002) 30 7118

Victorian TAFE Clearinghouse
State Training Board Library
Level 4, South Rialto Tower
PO Box 266D
Melbourne VIC 3081
(03) 628 2324

WA TAFE Clearinghouse
The Office of TAFE
151 Royal Street
East Perth WA 6004
(09) 420 4031

Database

Jones, M, Dungey,C.,& Harris,L.(eds)(1989)*Vocational Education and Training Database*, No.2, December, SA: TAFE National Centre for Research and Development

The following description is taken directly from the introductory pages to the database :

'The...**Vocational Education and Training Database** is the latest Clearinghouse product. Its predecessors, **Initiatives in Technical and Further Education** and **TAFE Projects in Progress** ceased publication in 1989. The type of information found in these two publications is now merged into the one database, now available in hard copy and on datadiskette using the

CDS/ISIS (MicroISIS) software. To this is added information regarding vocational education in the Asian and Pacific region as well as internationally relevant information, received via the Asian and Pacific Skill Development Information Network (APSDIN) of the International Labour Office (ILO), of which the National TAFE Clearinghouse is the Australian node. The National TAFE Clearinghouse sends Australian vocational education information to APSDIN for inclusion into the regional database, thus enhancing the information flow in vocational education in the Region.'

As this description suggests, the database is primarily concerned with vocational education and training; however ABE is also covered insofar as it is part of vocational education and training and a part of the further education goals of TAFE.

See the hardcopy version (available in TAFE libraries) for details of the Clearinghouse network, types of material and information accepted for inclusion, how to locate documents and how to contribute. The TAFE National Centre also publishes an annual summary of research and development reports published over the year. This is available from TAFE libraries and the TAFE National Centre.

4. ERIC Database/US National Clearinghouse on Literacy Education

i. ERIC (Educational Information Resources Centre) Database

The ERIC Database is a US-based network of subject-related clearinghouses established to give access to educational literature. Each clearinghouse is responsible for acquiring. selecting, indexing and abstracting all documents within its subject field. Two monthly indexes are produced as a result :

Resources in Education (RIE): which provides abstracts of unpublished research studies, theses, bibliographies, dissertations and curriculum-related material

Current Index to Journals in Education (CIJE): which provides an index to over 700 education journals, indexed by author, subject and institution.

Both are available in hardcopy and on disk, and documents are available in journal form, photocopy or on microfiche. The ERIC computer database covers the combination of both RIE and CIJE. Documents are identified by a unique number with an ED prefix for RIE and an EJ prefix for CIJE. You can do your own search or organise to have a search done for you through a library with that facility.

ii. US National Clearinghouse on Literacy Education (NCLE)

NCLE is an Adjunct Clearinghouse for the ERIC system. NCLE collects and disseminates information in the US on literacy education with its specific area of interest defined as 'Literacy Education for Limited-English-Proficient (LEP) Adults and Out-of-School Youth'

In addition to its collection and dissemination work for ERIC, NCLE is building its own in-house database on programs involved in providing literacy services to the LEP population in the US. This publication will be used to publish a national service directory.

Material covered by the NCLE and incorporated into the ERIC database includes: 'program descriptions, evaluations, curriculae, testing instruments, and training manuals; newsletters; conference papers; unpublished manuscripts; classroom instructional materials; and surveys and needs assessment instruments. In general, the ERIC database serves to reference and disseminate quality non-commercial, unpublished, or out-of-print materials that would otherwise be difficult for the practitioner or researcher to obtain.'(NCLE Information Sheet).

Specific topics in NCLE's scope include: ESL literacy, Family literacy, Native language literacy, Tutor training, Vocational literacy, Workforce literacy, Workplace literacy. Computer searches, both ready-made and tailor-made, are available for a charge.

For information on how NCLE operates, contributing to the database and accessing information, contact:

National Clearinghouse on Literacy Education
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
Ph. 202-429-9292
Fax 202-659-5641

The Adult Literacy Information Office in Sydney, (02) 699 8955, can also provide information. They have information sent from NCLE detailing operations and including such material as copies of the Reproduction Release form required to be sent in with NCLE/ERIC database contributions.

5. Multicultural Australia Information System (MAIS)

MAIS is a national computerised database which contains references to a wealth of material on multicultural issues. It has been developed by the Office of Multicultural Affairs with the co-operation of various agencies throughout Australia.

MAIS provides information on existing documents and publications from the database which is built around a core of 7,000 items. Users can search the database by any combination of authors, titles, subjects or key concepts. Publication details and short summaries are provided for each item. Most of the material in MAIS is available through state, government or academic libraries. MAIS will provide a source of supply for rare items or unpublished material which has limited distribution. Some items can be obtained through MAIS on a cost-recovery basis.

Topics include: multicultural philosophies, policies and practice; multicultural education, including cross-cultural communication and language policy; government and community programs and services; labour market, employment practice and industrial relations; and ethnicity, cultural heritage and national identity.

MAIS indexes and abstracts books, journals, newspaper articles, government documents, conference papers and annual reports. Particular emphasis is placed on unpublished material like reports, theses, seminar papers, submissions, speeches and newsletters of interest groups.

MAIS is available for online searching 5 days a week through OZLINE, the information retrieval service of the National Library of Australia. Searches can be arranged through one of 300 libraries that use OZLINE nationwide.

There is a MAIS information kit available. for further information, contact:

Ms Lynn Farkas
MAIS Project Manager
GPO Box 1870
Canberra ACT 2601
Ph (062) 497113

or Dr Thu Nguyen-Hoan
Office of Multicultural Affairs
Ph (062) 715658

6. Database on English Language Teaching in Australia for Adults (DELTAA)

The CHAMES clearinghouse/database for the Adult Migrant Education Service is being reactivated and updated through the National Centre for English Language Teaching and Research (NCELTR), with a new name as above. At the time of writing, DELTAA is in the process of being developed. It aims to bring together research and other material in the area of adult migrant education, with literacy being a key part of this. The database will cover such areas as second language acquisition, bilingual literacy, first language illiteracy and socio-cultural issues. A thesaurus of terms is being developed as part of the project. The processes and outcomes of the ABE Research Database will be fed into DELTAA, so that there is complementarity between the two. For further information, contact Sue Benson at NCELTR, Macquarie University on (02) 805 7673.

7. National Languages Institute of Australia (NLIA) Database

The National Languages Institute of Australia was set up in June, 1990 by the Federal Government. The aim is to conduct research and teaching needed to develop language education in Australia. For background on the setting up of the NLIA, see LoBianco (1989).

The NLIA is based on the principles of the National Policy on Languages (LoBianco, 1987) which are:

- English and literacy for all
- Support for Aboriginal and Torres Strait Islander languages
- A language other than English for all
- Equitable and wide-spread language services

There is a central Directorate and a number of Research and Development Centres with specific areas of expertise. These centres will be responsible for research, teaching, curriculum development and testing methodology.

A national database on language issues is being developed as part of the NLIA at one of these centres, the Language and Technology Centre, University of Queensland:

> *'The database will be the central repository for the information and resources emanating from the research and development activities of the NLIA...This will mean, for users throughout Australia, ready access to information on such matters as these: language courses; curricula and materials; language professionals, researchers, translators and interpreters; and language research of all kinds being carried out in Australia. A publications programme will produce bibliographies, directories, newsletters and training materials to ensure that all potential users can have effective and easy access to the vast resources available.'*
> (from NLIA Information Kit).

The database is in its developmental stages, but appears to offer great potential as an information networking and dissemination mechanism for language issues in Australia.

For further information, contact:

The National Languages Institute of Australia
Central Secretariat
Ground Floor, 41-43 Exhibition St
Melbourne
Ph: (03) 650 8542 Fax: (03) 650 8546

Professor Roly Sussex
Language and Technology Centre
University of Queensland
St Lucia 4072
Ph: (07) 377 3671 Fax: (07) 377 4556

Mr Peter White
Database Administrator
Ph: (07) 377 4556

8. Indexes to Journals and Periodicals

In addition, the following general education and related indexes to journals and periodicals, may be of use, depending on the area of research.

Australian Education Index (AEI)
AEI is useful for locating Australian educational information and covers a broad range of publications including research oriented material. It has been produced by the Australian Council for Educational Research since 1957. It is published quarterly with an annual cumulation volume. Since 1979 it has also been available for online (computer) searching through the Australian Information Network (AUSINET). Sources include both published and unpublished forms - journals, books, research reports and conference papers. All levels and areas of education are covered. Theses are included in the database of AEI and online access is also available through AUSINET. (See Bibliography section following for details on theses.)

Education Index (EI)
EI is a worldwide periodical index in education covering all subjects including adult education. It is especially useful for locating journals prior to 1969, when CIJE was established, as it goes back to 1929, useful especially for historical research. It is US-based and thus has an American bias. (Merriam & Kissinger, 1984:125)

British Educational Index (BEI)
BEI covers educational material published and distributed in the British Isles and thus gives a balance to the US and Australian based indexes above.

Specialised Indexes in related fields include:

- Psychological Abstracts
- Sociological Abstracts
- Social Science Citation Index
- Index Medicus (for learning disability related areas)
- Australian Public Affairs Information Service (APAIS)
- Readers' Guide to Periodical Literature (for popular magazines)

Talk to your librarian about available indexes and search services available.

Bibliographies

Definition:

A bibliography is a complete or selective list of literature in a specific subject area. A bibliography can be annotated, with a short description/evaluation, or not annotated, merely listing details for identifying and locating the information.

For General Bibliographic Information

A good general starting point for reference material is:
Merriam, S. & Kissinger, P.(1984) Efficient Location of Research Materials in Adult Basic Education, ***Adult Literacy & Basic Education***, Vol.8, No.3, 121-132

Locating Bibliographies:

Bibliographies can be found through library catalogues or through general reference sources such as:

Berry's *Bibliographic Guide to Educational Research (1975-80)*
This guide 'lists over 772 important research sources with descriptive annotations for each and lists specific sources for the adult education area'. (Merriam & Kissinger, 1984:122)

Woodbury's *A Guide to Sources of Educational Information* (1982)
This is a 'comprehensive guide to locating information related to education and related affairs. It contains detailed descriptions of more than 700 published and institutional sources

plus chapters on how to locate and use them. There are many adult education bibliographies, directories, yearbooks and handbooks listed.' (Merriam & Kissinger, 1984:122)

There is also a *Bibliographic Index* 'which annually lists bibliographies in approximately 2500 periodicals by subject.' (Merriam & Kissinger, 1984:127)

Bibliographies in Adult Basic Education

In the process of the ABE Research Project, I have either located or found out about the following bibliographies:

Allison, S. & Brennan, M.(1990) *Workplace Literacy: an annotated bibliography*, Wagga Wagga: Centre for Teaching and Research in Literacy, Charles Sturt University, Riverina
Eighty selected publications are briefly reviewed. Available from the Centre, Charles Sturt University, PO Box 588, Wagga Wagga NSW 2650, Ph (069) 222448, for $6.85 including postage within Australia.

Giere, U.(1987) *An analytic bibliography of literacy in industrialised countries*, UNESCO
A comprehensive bibliography

Graff, H.(1981) *Literacy in History: An Interdisciplinary Research Bibliography*, New York: Garland
'An unannotated book length bibliography (400 pages) which deals with the history and study of literacy. The articles, books, parts of books, and dissertations are grouped according to various general topics: historical approaches to literacy, social change and social development, urban and community studies, family studies, crime and criminality, studies of women, and studies of blacks. The entries range in date from the early part of this century to 1979.' (Kazemek & Rigg, 1984:32)

Hay, W.(1978) *Adult Literacy in Britain: An Annotated Bibliography*, London: The Library Association
'This bibliography has collected material from 1970 to 1978 with the majority being since 1974. The material is all concerned with Great Britain. It is organised under a variety of headings and listed in chronological order...Included is a section called 'Literacy and Work'...Although somewhat dated, this is still a useful reference.' (Allison & Brennan, 1990: 13)

Kazemek, F. & Rigg, P. (1984) *Adult Literacy: an annotated bibliography*, International Reading Association
Lists journal articles, books and ERIC documents on adult literacy. Sections covered include: the state of adult literacy (national & international); ways of looking at literacy; critiques of some current philosohical assumptions about literacy; research; and teaching. The content of each document is briefly reviewed.

National Library of Australia(1978) *Adult Literacy: Select Documents form the ERIC database*, Compiled by the Education Information Service, Australian National Social Sciences Library, Canberra(microfiche)

National Library of Australia (1981) *Adult Literacy II: a select bibliography, 1978 to 1981*, Compiled by the Education Information Service, Canberra, Social Sciences Bibliography Series No.2 (2 microfiche)

A bibliography of items from the ERIC database. Four categories :

1) General issues: historical summaries, review articles and research, definitions of literacy and illiteracy, factors influencing literacy development
2) Functional literacy: papers, bibliographies, reports, basic skills, vocational and social needs
3) Developing nations: rural poverty, ESL, economic and political development and literacy
4) Literacy programs: description and evaluation of national and international programs, curricula, manuals, background materials, programs for specific trades and occupational groups

Source: Australian Education Index 1981:76

International Institute for Adult Literacy Methods (1978) *Literacy Teachers' Interpretative Bibliography*, Tehran, Iran: The Institute

Research and Practice in Adult Literacy (1990) *The New World of Literacy, 1990: an analytic bibliography*, UK: RaPAL Group
I have a draft copy of this bibliography sent by the RaPAL group in late 1989. Even in draft-form, it looks excellent. It focusses on adult learning and new definitions of literacy, and highlights critical and social aspects of literacy. It is a selective bibliography not a comprehensive database, and the material covered reflects issues people in the field currently consider relevant and significant. It is research-oriented, not a materials guide.

The bibliography is arranged into sections with brief introductions and very short comments on entries. These will be added to and updated in later editions. Sections include: Approaches to Literacy; Research and Practice; Critical Approaches to Literacy (including Freire and gender); Adult Education; Popular Education, Popular Culture (community, publishing, media, technology); Educational Practice (reading, writing, evaluation, access, dyslexia, numeracy); and Programs and Organisation.

Whilst it does indeed open up a 'new world' of references, the only problem for Australian readers may be locating the material listed. It is acknowledged in the introduction to the bibliography that some material has been included even though it may be hard to obtain. The rationale for this is that so little has been written on some subjects that what has been written has been listed, despite its access problems. Whilst this may pose some problems for Australian researchers, at least it is an advantage to know what is available as a first step towards obtaining it.

The bibliography is available from :

RaPAL Bibliography
David Barton
Dept of Linguistics
Lancaster University
Lancaster LA1 4YT

There is a cost for the bibliography. The Adult Literacy Information Office has a copy of the completed bibliography and can provide further information on how to obtain a copy.

Russ-Eft, D.F. & others (1981) *Issues in Adult Basic Education and other Adult Education: an annotated bibliography and guide to research*, New York, London: Garland Publishing
Includes bibliographic information on the history of basic education; philosophy & models; program planning; literacy programs; teacher training; administration & personnel; characteristics of adult learners; adult learning disabilities; curriculum; women. All items are briefly annotated.

Bibliographies in related areas:

Bibliographies in areas related to ABE may be helpful if this is the type of topic you are researching. Bibliographies are available on: adult learning, lifelong learning, literacy generally, disabilities, career training and computers. Library catalogues and the guides mentioned in 'Locating Bibliographies' above are the means of locating them.

Examples of bibliographies in related areas include:

Aronic, C. (1983) *Annotated Bibliography of ESL Materials*, Washington: TESOL

Leder, G.(1984) Girls and Mathematics: an annotated bibliography, in *Research in Mathematics Education in Australia*, No. 2, 18-26

Theses

Bibliography of Education Theses in Australia (1987) Australian Council for Educational Research Ltd, compiled and edited by Elizabeth Oley and Julie Badger

Lists theses in education accepted for higher degrees at Australian Universities and Colleges. This is the tenth volume in a series covering the period, 1978-86. Details from this bibliography have also been included in the database of the Australian Education Index with online (computer) access through AUSINET. Access to the material is via the institution awarding the degree. The above was the latest I located, but the bibliography is produced annually by ACER.

For further details, contact:

AEI Editors
ACER
PO Box 210
Hawthorn
Victoria 3122
Ph (03) 819 1400

Overviews

For an overall idea of the state of research in particular areas, general overviews of research are useful.

General Education Overviews:

Handbook of Research on Teaching
Encyclopaedia of Educational Research (published by the American Educational Research Association-AREA)
Review of Educational Research (Journal of AREA - summarises research findings)

Adult Basic Education & Related Fields: Overviews

Taylor, M.C. & Draper,J.A. (1989) *Adult Literacy Perspectives*, Ontario: Culture Concepts
This is a recent publication, over 600 pages, with over 45 chapters from leading practitioners and scholars. It has an up-to-date summary of current practice, research and study in adult literacy and basic skills. Contents include: historical, philosophical perspectives; assessment in ABE; training and professional development, including research; variables and settings; the international perspective.

Annual Summary of Investigations Related to Reading, International Reading Association
'This is a comprehensive summary of research into reading. Over 2,000 reports are reviewed under categories such as: teacher preparation, sociology of reading, physiology and psychology of reading, teaching of reading and reading of atypical learners. There is also a heading under sociology called 'literacy and illiteracy'. (Merriam & Kissinger, 1984: 123-4)

Research in Multicultural Education: an overview (1984) Education Commission of NSW
Lists a number of bibliographies, directories and references in the broad area of multicultural education, research and teaching. Also lists relevant organisations and institutions in the area.

Summary of Research in Mathematics Education in Australia (1984) J. Briggs (Ed) Mathematics Education Research Group of Australia (MERGA), Brisbane, 101 pages. Source: Australian Education Index, December, 1985, No. 36. Not sure of its current availability. AEI lists as a contact, MERGA, c/- Brisbane CAE, PO Box 82, Mt Gravatt Queensland, 4122.

Articles reviewing research

Individual articles that review research literature are excellent starting points; however, not many exist in the ABE field. There is often insufficient research in one area to review, because of the relative recency of the field. The situation is starting to change, although such reviews in ABE invariably highlight the lack of research information available. Much remains to be researched and the synthesis into reviews of research is yet another step in the process.

Some examples of articles reviewing research in ABE and related fields include:

Horsman, J.(1988) Discourses of Il/literacy: A Literature Review, *Canadian Woman Studies (les cahiers de la femme)*, Fall/Winter, Vol.9, Nos 3 & 4, 123-7.

Rigg, P. & Kazemek, F.E.(1984) Literacy and Elders: What we know and what we need to know, *Educational Gerontology*

Another source of information is the literature review sections of higher degree theses eg PhD, MA, MA(Hons), BA(Hons), if one exists in your area of interest. See the Theses reference in the previous section.

In summary, overviews of research do exist, and while they may take some chasing, it is certainly worth the effort for major research projects. They provide an excellent starting point for formulating ideas and finding references. See the Organisations, Journals and Newsletters section following for publications which may provide overviews and reviews of research, such as the *ALIO Broadsheet* , *CATALPA Bulletin* and*ARIS Bulletin.*

Organisations, Journals and Newsletters

This section lists ABE related organisations which may be sources of information for research. The organisations covered include professional organisations, program providers and funding bodies. The focus is on Australian organisations; however, a section on overseas/ international organisations is also included. The journals and newsletters published by these organisations are listed. Other journals which may be of use are also listed. A full list of ABE related Australian and overseas journals is given in Appendix 7.

1. Adult Literacy/Numeracy Organisations

ACAL

Australian Council for Adult Literacy Inc.
PO Box 187
Rozelle NSW 2039
Ph (02) 8182591/ (02) 8182346
Fax (02) 8185332

Narelle Callanan
Executive Officer, ACAL
Faculty of Adult Education
University of Technology, Sydney
PO Box 123
Broadway NSW 2007
Ph (02) 2179892; (02) 2179999 (switch)
Fax (02) 2179911

Publishes
Literacy Link

State Adult Literacy/Numeracy Organisations

NSWALC

NSW Adult Literacy Council Inc
PO Box 273
Alexandria
NSW 2015
Ph (02) 690 1656

Publishes
Literacy Exchange

VALBEC	Victorian Adult Literacy and Basic Education Council 2nd Floor, Ross House 247 Flinders Lane Melbourne 3000 Ph (03) 650 6906	Publishes *Fine Print*
QCAL	Queensland Council for Adult Literacy PO Box 301 Red Hill Qld 4059 Contact: Jean Searle, (07) 540 4652	Publishes *Write On*
WACAL	West Australian Council for Adult Literacy c/- TAFE Adult Literacy 3 Alvan St Mt Lawley WA 6050 Ph (09) 427 5378	Publishes *Literacy WA*
SACAL	South Australian Council for Adult Literacy c/- Kingston College of TAFE 442 Brighton Rd Brighton SA 5048 Contact: Trish Branson (08) 298 3111	
TCAL	Tasmanian Council for Adult Literacy Contact: Dick Adams c/- Miscellaneous Federal Workers' Union 1 Wilson St Nth Horbart TAS 7000 Ph (002) 346004	
ACTCAL	ACT Council for Adult Literacy Contact: Nancy Veal c/- ACT Institute of TAFE PO Box 826 Canberra City ACT 2601 Ph (06) 245 1629	
NT	No council in the Northern Territory, but the contact person is: Julia Knight c/- Project Read English Access Dept NT University PO Box 40146 Casuarina NT 0811 Ph (089) 466161/Fax (089) 270612	

2. ABE Program Providers/Funding Bodies

Overview

TAFE is involved in adult literacy/numeracy programs through Adult Basic Education, including vocational student/teacher support, community literacy, volunteer tutor training programs, employment training programs, aboriginal education, migrant education, disabilities, outreach. The extent of development of provision and the nature and structure of provision varies from state to state.

The Adult Migrant Education Service (AMES) provides english language, reading and writing classes for migrants including New Arrivals, ongoing students and English in the Workplace. Again, the extent and nature of provision varies from state to state.

Other providers include adult and community education (including evening colleges, neighbourhood centres), Corrective Services, Rehabilitation Services and private providers.

The focus nationally is upon developing flexibility and a range of types of provision within each state to enable increased options for students. The emphasis within states varies, from institutionally-based networks of qualified full-time teachers, to a focus primarily on community-based volunteer tutoring models. Major providers for each state are as follows:

New South Wales

TAFE	Division of Adult Basic Education NSW Dept of TAFE 4th Floor, Building D Mary Ann St Ultimo NSW 2007 Head of Division: Vic Margan (02) 2173143	Publishes *ABE* *Newsletter*
ALIO (part of NSW TAFE)	Adult Literacy Information Office 199 Regent St Redfern 2016 Ph: (02) 699 8955 Fax: (02) 698 3463	*ALIO Update,* *ALIO Broadsheet*
AMES	Adult Migrant Education Service Literacy Project Curriculum Support Unit Level 2, 84-86 Mary St Surry Hills 2010 (PO Box 1222, Darlinghurst 2010) Ph (02) 289 9133 Fax (02) 281 9695	Publishes *Interchange*

BAE

NSW Board of Adult Education
Level 10
ADC Building
189 Kent St
Sydney 2000
Contact: Sam Thomas
Ph (02) 237 6500

Publishes
Literacy in Adult
& Community
Education
Newsletter

NSW Dept of Corrective Services
Head of Programs Division
Ph (02) 289 1450

Victoria

DFE

Adult Literacy and Basic Education
Division of Further Education
Ministry of Education
Level 21, Rialto Tower South
525 Collins Street
Melbourne 3000
Contact: Adult Basic Education Resource & Information
Service (ARIS): Ph (03) 628 3356, (03) 628 3359

Publishes
ARIS Bulletin

WBEP

Workplace Basic Education Project
Council of Adult Education
256 Flinders St
Melbourne 3000
Ph (03) 652 0790

AMES

Adult Migrant Education Service
250 Elizabeth St
Melbourne 3000
Ph (03) 663 2781

Office of Corrections
Contact: Ken Penaluna
Ph (03) 698 6629

Queensland

DEVET

Dept of Employment, Vocational Education & Training
Private Mail Bag 3
South Brisbane
Queensland 4101
Ph (07) 237 0133

Adult Literacy Information Service
Ph: (07) 2275209

AMES
Adult Migrant Education Service
Ph (07) 221 5238

South Australia

TAFE
Adult Literacy Unit
Adelaide College of TAFE
20 Light Square
Adelaide 5000
Ph (08)213 0171

AMES
Adult Migrant Education Service
5th Floor, Renaissance Centre
127 Rundle Mall
Adelaide SA 5000
Ph (08) 224 0922

Community and Neighbourhood Houses Association
109 Young St
Parkside 5063
Ph (08) 272 3227

Western Australia

TAFE
WA TAFE Adult Literacy
3 Alvan St
Mt Lawley 6050
Ph (09) 427 5378, (008) 018802

AMES
Adult Migrant Education Service
St Georges Terrace
Contact: Barry Stewart, (09) 221 1344

Corrective Services
441 Murray St
Perth
Contact: Margaret Steadman, (09) 426 7706

Tasmania

DEIRT
Adult Literacy Basic Education Program
Adult Education
Dept of Employment, Industrial Relations & Training
Tasmania
Contacts: State Co-ordinator, ALBE: Ms Alex Tanner,
Workplace Basic Education Co-ordinator, Prison Program
Co-ordinator: Ph(002)307325

AMES
Adult Migrant Education Service
(002) 307 119

Australian Capital Territory

TAFE
ACT Institute of TAFE
GPO Box 826
Canberra City 2601
Contact: Nancy Veal (06) 245 1600/1629
Rae Chittock (06) 283 4575

AMES
Adult Migrant Education Service, ACT
(062) 573 869

Northern Territory

TAFE
NT Institute of TAFE
Northern Territory University
PO Box 40146
Casuarina NT 0810
Ph (089) 46 6666
Contact: Julia Knight

AMEC
Adult Migrant Education Centre,
Casuarina, NT
Ph (089) 27 8344
Contact: Fay Austin

IAD
Institute for Aboriginal Development
Alice Springs,
Ph (089) 522688
Contact: Coral Laughton

NTOC
Northern Territory Open College
(089) 85 0230
Contact: Carmel Dowling

3. Literacy/Language Organisations

AATE
Australian Association of Teachers of English
President: Dr Claire Woods
Dept of General Education
SA Institute of Technology
North Terrace
Adelaide SA 5000

ACTA	Australian Council of TESOL Associations Honorary Secretary 20 Shiel St North Melbourne Victoria 3051	
ALAA	Australian Linguistics Association of Australia Dr Brian McCarthy Hon Treasurer Dept of Languages University of Wollongong PO Box 1144 Wollongong 2500	Publishes *Australian Review of Applied Linguistics* Biannual Newsletter
ALIA	Australian Library & Information Association Literacy Section, Public Libraries Section c/- 415 Church St Richmond 3121 Ph (03) 429 3644, Fax (03) 429 6050 Contact: Jane King	Publishes *Australasian Public Libraries & Information Services*
ALS	Australian Linguistics Society The Treasurer, Dr D.J. Absalom University of Newcastle/Institute of Higher Education Newcastle NSW 2308	Publishes *Australian Journal of Linguistics*, newsletters
ARA	Australian Reading Association PO Box 78 Carlton South Victoria 3053 Ph (03) 347 6951	Publishes *Australian Journal of Reading; ARA Today* Newsletter

Notes: There are a number of special interest groups which can be joined: Discourse Analysis; Microcomputers in Reading and Language; History of Reading in Australia; Literacy and Learning in Secondary Schools; Language in Mathematics; Aboriginal Education; Teacher Education; Early Childhood Literacy.

ATESOL	Association of Teachers of English to Speakers of Other Languages PO Box 296 Rozelle NSW 2039 Ph (02) 818 2591	Publishes *ATESOL Bulletin*

LERN	Literacy and Education Research Network 6A Nelson St Annandale NSW 2038 Ph (02) 519 1044 Fax (02) 550 3090	Publishes *Education Australia*
NCELTR	National Centre for English Language Teaching and Research School of English and Linguistics Macquarie University NSW 2109 Ph (02) 805 7673 Fax (02) 805 7849	Publishes *Outreach & Prospect*
PETA	Primary English Teachers' Association PO Box 187 Rozelle NSW 2039 Ph (02) 818 2591, (02) 818 2346	Publishes *PETA Newsletter*

4. Numeracy/Mathematics Organisations

AAMT	Australian Association of Mathematics Teachers PO Box 1729 Adelaide SA 5001	Publishes *Australian Mathematics Teacher*
ARA	Australian Reading Association Language in Mathematics Special Interest Group See ARA in previous section or *Australian Journal of Reading* Vol 12, No 2, June 1989, p.166 for details	
FMPA	Family Mathematics Project, Australia PO Box 218 Hawthorn Victoria 3122	
IOWME	International Organisation of Women & Mathematics Education, Australia Mathematics Learning Centre University of Sydney 2006	
MANSW	Mathematical Association of NSW PO Box 536 Darlinghurst NSW 2010 Ph (02) 361 5195 Notes: Incorporates the Adult and Technical Maths Association (ATMA).	Publishes *Reflections* (Sec) *PAM* (Primary)

5. Adult Education Organisations

AAACE

Australian Association of Adult and
Continuing Education
GPO Box 1346
Canberra ACT 2601
Ph (062) 478 383
Fax (062) 489 062

Publishes *Australian Journal of Adult Education* and *Adult Ed News*

Notes: There are also a number of networks within AAAE including: Cross-cultural, Disability, Prisoner Education, Research & Training.

6. Educational Research Organisations

AARE

Australian Association for Research in Education
PO Box 130
Ashfield NSW 2131

ACER

Australian Council for Educational
Research
9 Frederick St/ PO Box 210
Hawthorn Victoria 3122
Ph (03) 819 1400
Fax (03) 819 5502

Publishes *Australian Journal of Education* and *ACER Newsletter*

Notes: ACER produces publications, reference, research and testing material. *Set : Research Information for Teachers*, is another publication series produced by ACER and summarises educational research findings on specific topics. Specialises in other publications to do with education and testing. ACER manages the Australian Education Index database and The Australian Thesaurus of Education Descriptors. There are also educational research consultants available as part of ACER's service.

TAFE

TAFE National Centre for Research
& Development Ltd
252 Kensington Rd
Leabrook SA 5068
Ph (08) 332 7822

Publishes *Australian Journal of TAFE Research & Development*

Notes: See Databases & Clearinghouses section for more details.

7. Other Relevant Educational Organisations

Inner City Education Centre
37 Cavendish St
Stanmore NSW 2048

Publishes *Education Links*

AREA	Australian Remedial Education Association 319 High St Kew Victoria 3101 Ph (03) 853 0505	Publishes *Australian Journal of Remedial Education*
TAFE	Multicultural Access Centre 6 Holden St Ashfield NSW Ph (02) 799 5933	
SPELD	SPELD NSW (also in other states) 16 Coronation Ave Mosman NSW Ph (02) 969 7433	Publishes *SPELD News*

8. Overseas/International Organisations

ALBSU	ALBSU (Adult Literacy & Basic Skills Unit), UK 8th floor, Kingsbourne House 229/231 High Holborn London WC1V 7DA	Publishes *Viewpoints* and *ALBSU Newsletter*
ALRI	Adult Literacy Resource Institute c/- Roxbury Community College 1234 Columbus Ave Boston MA 02120-3400 Ph (617) 424-7947	Publishes *Connections* and *All Write News*

Notes: ALRI is a joint program of the University of Massachusetts at Boston and Roxbury Community College. It is a staff development, training, technical assistance and information centre for Adult Basic Education and English as a Second Language programs. ALRI has a library of reference material for ABE and ESL programs.

ARLA	Adult Reading and Learning Assistance Federation of NZ Contact: Marg Jordan The Secretary ARLA Federation PO Box 160 Temuka New Zealand	Publishes *ARAN (Adult Reading Assistance Newsletter)*
ICAE	International Council for Adult Education 720 Bathurst St Suite 500 Toronto Ontario Canada M5S2R4 Ph (416) 588 1211	Publishes *Convergence: An International Journal of Adult Education*

Notes: ICAE is a non-governmental, voluntary partnership of people and organisations working together for the education of adults for responsible, human-centred social and economic development. Areas of activity include: literacy, women, peace, participatory research, health, radio, media, older adults.

ILSCAE

International League for Social
Commitment in Adult Education
c/- Louis Stott
Lambeth Institute
Strand Centre
Elm Park
London SW2 2ED, UK

Publishes
ILSCAE
Newsletter

Notes: ILSCAE is an international organisation concerned with social adult education issues including participation in dialogue on critical social issues, adult education as empowerment and overcoming oppressive social, political and economic forces.

Information Exchange Network for
Literacy in Industrialised Countries
UNESCO Institute for Education
Documentation Centre
Feldbrunnenstrasse 58
2000 Hamburg 12
Federal Republic of Germany
Ph (040) 44 7843

IRA

International Reading Association
800 Barksdale Rd
PO Box 8139
Newark, Delaware
19714-8139 USA
Ph (302) 731-1600

Publishes
Journal of
Reading, The
Reading
Teacher
Reading Research
Quarterly,
Reading Today
(newsletter)

ISAL

Institute for the Study of Adult Literacy
College of Education
Penn State University
248 Calder Way, Suite 307
University Park
Pennsylvania 16801
Ph (814) 863 3777

Notes: Specific interests include: Technology, Intergenerational Literacy, Workplace Literacy. Publishes many institute publications on specific interest issues. ISAL focusses on the development and dissemination of a sound conceptual and research base in the field of adult literacy, improvement in practice and leadership in facilitation and co-ordination of a comprehensive approach to the delivery of adult literacy services.

ITFL	International Task Force on Literacy Co-ordinating Office 720 Bathurst St, Suite 500 Toronto, Ontario, Canada Ph (416) 588 1211 Fax (416) 588 5725 Telex 06-986766 TOR India Office c/-Indian Adult Ed Association 17-b Indraprastha Marg New Delhi - 1100002 India Ph 331 9282 : Cable ADEO ASSO NEW DELHI	Publishes *ITFL* *Newsletter*

Notes: ITFL is a coalition on international non-government organisations.

LRC	PENN Literacy Research Center Graduate School of Education University of Pennsylvania 3700 Walnut Ave Philadelphia PA 19104-6216 Ph (215) 898 1925	Publishes *Literacy* *Research* *Center* *Newsletter*
NIACE	National Institute for Adult and Continuing Education 19B DeMontfort St Leicester LE1 7GE UK	Publishes *Adult* *Education* and *Studies in the* *Education of Adults*
RaPAL	Research and Practice in Adult Literacy Bolton Royd Centre Manningham Lane Bradford BD8 7BB UK Fax (0524) 63806	Publishes *RaPAL* *Bulletin,* *Occasional* *Papers*
TESOL	TESOL Central Office Suite 300 1600 Cameron St Alexandria, Virginia 22314 USA	Publishes *TESOL* *Quarterly,* *TESOL* *Newsletter*

9. Other journals of relevance to ABE Research

The following journals may also be of use to ABE researchers. These are not covered, as far as I know, by links with the organisations above. Further information on the journals and points of availability can be obtained through the :

National Union Catalogue of Serials (NUCOS) : Holding of Journals in Australian Libraries, Canberra: National Library, Australia
This microfiche is widely available and lists details of journals and where to find them.

Literacy/Adult Education

Aboriginal Child at School:: a National Journal for Teachers of Aboriginals, St Lucia: Dept of Education, University of Queensland

Adult Education Quarterly, American Association for Adult and Continuing Education

Adult Literacy and Basic Education, Commission on Adult Basic Education, Alabamba, US

CATALPA Bulletin, Co-ordinating Agency for the Training of Adult Literacy Personnel in Australia, University of Technology, Sydney

English Today

Harvard Educational Review, Harvard University, Mass, US

International Journal of Lifelong Education

Journal of Reading Behaviour, US

Journal of Research in Reading, UK Reading Association.

Language Arts, National Council of Teachers of English, US

Lifelong Learning, Adult Education Association of USA

New Zealand Journal of Adult Learning, NZ National Council on Adult Education

Open Letter: Australian Journal for Adult Literacy Research and Practice, Deakin University, Victoria

Phi Delta Kappan, US

Research in the Teaching of English, National Council of Teachers of English, US

Numeracy

Arithmetic Teacher, National Council of Teachers of Mathematics, US

Educational Studies in Mathematics, Holland

For the Learning of Mathematics: An international journal of mathematics education, Canada

Journal of Mathematical Behaviour, Study Group for Mathematical Behaviour, US

Mathematics Education Research Journal, Mathematics Education Research Group of Australia, Clayton, Victoria

The Mathematics Teacher, National Council of Teachers of Mathematics,UK

A fully integrated list of journal and newsletter titles is given in Appendix 7

10. Community Organisations and Contacts

Depending on the type of research you are doing, the issue and the context, a wide spectrum of organisations may be consulted beyond those listed above. If you are doing community-based research or working in a rural community, for example, your lists of contacts will vary accordingly. Some key references and a random list from survey respondents and my own experience follows.

References:
Benson, Geoff (1989) *Community Educator's Handbook*, Victoria:TAFE Publications

Wadsworth, Yoland (1984) *Do it Yourself Social Research*, Melbourne: Victorian Council for Social Service

Contacts:
Commonwealth Employment Service
Community Health Organisations
Counselling Services
Country Women's Association
Employer Organisations
Libraries
Local Newspapers
Local/Shire Councils
Migrant Services
Neighbourhood Community Centres
Regional Councils of Adult Educatiom
Schools
Self Advocacy Groups (for people with disabilities)
Skillshare

State Councils for Social Service
State Family and Community Services
State Transport Authorities
Unions
Welfare Services
Youth Workers

Research/Teaching Centres and Courses in ABE and Related Areas

Many universities in Australia have Graduate Diploma, Masters and PhD programs in areas such as education and linguistics where you can pursue research interests in ABE. Universities with significant courses and relevant expertise in ABE and related areas are listed below. Contacts with specific interest and expertise in ABE are listed where they are known. The list is by no means exhaustive. Further information should be obtained from the institution offering the course or from, CATALPA, School of Adult and Language Education, Faculty of Education, University of Technology, Sydney, (02)2179913 or (02) 217 9999.

This summary has been compiled by Mari Rhydwen, of CATALPA, and Terri Ryan.

Other references for follow-up include:

Commonwealth Dept of Education(1990/91) *Directory of Higher Education Courses*, Canberra: Aust Govt Publishing Service

Course Information, in *Literacy Exchange* , (1988),No 3, 68-69
Lists reading education, educational administration and special education avenues of study.

ELICOS Association(1990)*A Directory of Specialist Professional Preparation and Applied Linguistics Programs in Australia and New Zealand, 1989/90*

School of General Studies, Division of ABE, NSW Dept of TAFE, *Information on Qualifications for Teachers of Adult Basic Education: Literacy/Numeracy Teachers, Adult Literacy Officers*
Lists qualifications required for employment as a full-time teacher and suggests relevant courses and institutions.

New South Wales

School of Adult and Language Education
Faculty of Education
PO Box 123 Broadway 2007
University of Technology, Sydney
Ph (02) 217 9999; (02) 217 9893
Contacts: ABE: Rosie Wickert, Sheilagh Kelly, Dr Mike Baynham

Notes: UTS offers a Graduate Diploma in Adult (Basic) Education, 2 years, part-time study, block release available for non-metropolitan students. UTS also offers other relevant adult education courses, including Graduate Diploma in TESOL(Adults), Graduate Diploma in Educational Studies (Computer Education), Bachelor of Education(Technical), Master of Adult Education (by coursework) and a Master of Education (by thesis).

Centre for Teaching and Research in Literacy
Charles Sturt University - Riverina
PO Box 588
Wagga Wagga 2650
Ph (069) 222 448; (069) 222 441
Contact: Mark Brennan, Director

Notes: CSU offers a Graduate Diploma in Literacy Education, 2 years part-time, by attendance or external mode. The course offers the opportunity to do major research projects in the adult literacy area. There is significant resource back-up and expertise in adult literacy. A Masters in Education is also available, supported and staffed by Literacy Centre members.

Centre for Literacy Studies/Centre for Multicultural Studies
University of Wollongong
PO Box 1144
Wollongong 2500
Ph (042) 270 555
Contacts: Dr Brian Cambourne (Literacy)
Mary Kalantzis (Multicultural)

Notes: Wollongong offers a Graduate Diploma in Educational Studies with options focussing on Literacy and ESL by external mode. Higher degree courses also available.

University of New England
Armidale 2351
Ph (067) 73 3333
Contacts: Barrie Brennan, Darryl Dymock (Dept of Continuing Education)
Dr Peter Freebody (Behavioural Studies in Education)

Notes: UNE offers a Graduate Diploma in Continuing Education, 1 year full-time, 2-4 years part-time by external mode. The course covers adult continuing education from a broad perspective, but there is significant expertise and experience in ABE to provide for specialisation. Masters and PhD programs also available.

National Centre for English Language Teaching & Research
School of English & Linguistics
Macquarie University
North Ryde 2113
Ph (02) 805 7673
Contact: Associate Professor David Nunan, Jenny Hammond

Notes: NCELTR is the Commonwealth's Key Centre for English Language Teaching and Research in Australia. It forms part of the School of Linguistics. As part of its functions within the University, NCELTR provides fulltime and part-time (BA, Diploma, MA, PhD) qualificatory courses and non-qualificatory professional development courses for experiences language teachers, trainers and administrators in the fields of TESOL, language education, literacy and other related areas. There is significant resource backup and expertise in the field of Adult ESL. A new Graduate Diploma in Language Education is being offered in 1991. The School of Education at Macquarie University also offers higher degree courses in literacy education and special education.

University of Newcastle
PO Box 84
Waratah 2298
Ph: (049) 687 410
Contact: Dr Bob Conway

Notes: Newcastle University offers a Graduate Diploma in Educational Studies (Adult Special Education). Higher degree courses are also available.

University of Western Sydney, Macarthur
Milperra Campus
PO Box 108
Milperra 2214
Ph: (046) 203 100

Notes: The University of Western Sydney, Milperra, offers a Graduate Diploma in Educational Studies (Reading/Language), by 2 years part-time study. The major focus is on school-level literacy, but independent study options give the flexibility to specialise in adult literacy areas.

The University of New South Wales offers courses in Adult and Continuing Education as M.Ed subjects. The University of Sydney has significant interest in applied linguistics areas related to literacy, especially genre theory. Higher degree courses in education offer possibilities of specialisation in ABE related areas.

Victoria

LaTrobe University
Bundoora Victoria
Ph (03) 479 2777; Fax (03) 478 7807
Contact: Dr Audrey Grant

Notes: LaTrobe University School of Education offers Adult Literacy Project electives in the Diploma of Education and a full Bachelor of Education specialist studies course in Adult Literacy Education. TESOL teacher training in the Dip. Ed. and a B.Ed in TESOL are also offered. At Masters level, major studies are available in Literacy and Language Education, and in Linguistics, in combination with the Department of Linguistics. Graduate Certificates of Education are proposed in TESOL and in Adult Literacy Basic Education from 1991.

Deakin University
Geelong Victoria
Ph (052) 471 642

Notes: Deakin University offers a Graduate Diploma of Literacy Education by external mode. Higher degrees by external mode are also available with specialisation in literacy education. These are aimed at both school and higher education.

Monash University
Clayton Victoria 3168

Notes: The Department of Linguistics offers courses in applied linguistics including ESL components. Higher degree are also offered. The Dept of Education appears to have a particular expertise in sociological issues related to education that may be of interest to ABE researchers. Monash University College Gippsland does not offer courses of relevance, but produces a journal entitled, 'Language, Learning & Literacy: A Journal of Research and Innovation.'

University of Melbourne
Parkville Victoria 3052

Notes: The Dept of Linguistics offers an Applied Linguistics course which, from the handbook, appears to touch on areas of potential relevance to adult literacy.

Phillip Institute of Technology
Coburg Victoria
Ph:(03) 353 9226
Contact: Dr Patrick Griffin

Notes: Phillip Institute has a Graduate Diploma in Educational Studies (Language & Literacy) and a specific interest in assessment issues.

Victoria College
336 Glenferrie Rd
Malvern Victoria 3144
Ph (03) 200 5246
Contact: Howard Mould

Notes: Victoria College offers a Graduate Diploma in Literacy Education which includes an elective unit on Adult Literacy and Basic Education.

Queensland

Griffith University
Mt Gravatt Campus
PO Box 82
Mt Gravatt 4122
Contact: Joy Cumming

Notes: Griffith University offers a Masters of Education in Reading.

James Cook University of North Qld
Townsville 4811
Contact: Dr Allan Luke
Ph: (077) 814 111

Notes: James Cook offers Masters courses in 'Literacies in Social Contexts' and 'Reading and Writing Processes', and staff are supervising theses in these areas at research degree level, including PhD.

South Australia

South Australia College of Advanced Education
(to become part of the University of South Australia in 1991)
Holbrooks Rd
Underdale 5032
Ph (08) 354 6347, (03) 354 6251
Contacts: Sue Shore (Adult Education and Adult Literacy): (08) 354 6395
Don Giffen (Literacy Education)

Notes: SACAE offers a Graduate Diploma in Education (Literacy and Language Education) and a Master of Education Studies (Literacy and Language Education) by external mode. The Centre for Human Resource Studies offers awards in Adult and Further Education, Community Education and Human Resource Studies at Graduate and Post-Graduate levels. Units are available by internal and external mode. Units specifically related to ABE include: 'Developing Adult Basic Education Skills', 'Theory, Perspectives and Issues in Adult Basic Education.' and Curriculum Issues in ABE'.

Australian Capital Territory

University of Canberra
Belconnen ACT 2616
Ph: (06) 252 2225
Contacts: Dr Max Kemp (literacy); Dr Tony Shaddock (special education).

Notes: Canberra University offers specialist courses in adult education, special education and literacy at undergraduate, diploma and higher degree levels.

Northern Territory

Northern Territory University
PO Box 40146
Casuarina
Northern Territory 0811
Ph: (089) 46 6666
Contacts: Prof. Frances Christie: linguistics/literacy; Dr Steve Harris, Chris Walton: Aboriginal education.

Notes: The Faculty of Adult Education has a strong interest in language education, both school and adult, Aboriginal education, bilingual education and TESOL. There is also a Centre for Aboriginal and Islander Studies, Director Mr Isaacs.

Starting Points : Introductory references for research and practice in adult basic education

This list aims only to be a starting point for reading on research and practice issues, not a definitive reading list. The criteria for selection is that people in the field have found the content useful as a basis for research and/or practice. The idea was suggested by a number of survey respondents who remarked that they are often asked to supply key references as background for both research and practice.

Thanks to the following people for input in their various areas of expertise: Steve Black, Diane Dell, Jenny Green, Sue Hood, Sheilagh Kelly, Peter O'Connor and Rosie Wickert.

For further information, consult:

Australian Adult Basic Education Research Database (1990) Volume 1, Compiled by Terri Ryan

RaPAL Bibliography: *The New World of Literacy, 1990: an analytic bibliography*

and the other bibliographic references in earlier sections of this chapter.

Adult Learning: Theory & Practice

Brookfield, S.D.(1986) *Understanding and Facilitating Adult Learning*, Milton Keynes Open University Press

Boud,D. & Griffiths, V.(eds) *Appreciating Adult Learning*, London: Kogan-Page

Jarvis,P.(1983) *Adult and Continuing Education*, London: Croom-Helm

Adult Basic Education Teacher Education

Barer-Stein,T. & Draper, J.A.(1990) *The Craft of Teaching Adults* , Ontario: Quality Paperback

Boud,D.,Keogh,R. & Walker,D.(eds)(1985) *Reflection: Turning Experience into Learning*, London: Kogan-Page

Schon,D.(1983) *The Reflective Practitioner*, New York: Basic Books

Assessment and Evaluation

Charnley, A. & Jones, A. (1981) *The Concept of Success in Adult Literacy* , London: ALBSU

Good,M. & Holmes,J.(1982) *How's It Going?* London: ALBSU

Hood,S. & Solomon,N.(1988) *Reading and Writing Assessment Kit* : Stages 1,2,3, National Curriculum Resources Centre

Walker,R. & Adelman,C.(1984) *The Politics & Ethics of Evaluation*, St Martins Press (cited RaPAL Bibliography)

Community Based ABE

Benson, G.(1989) *Community Educator's Handbook : A Practical Guide to Community Based Adult Learning* , (2nd edition) Victoria: TAFE

Flood,M. & Lawrence, A.(eds)(1987) *The Community Action Book* , NSW: Council of Social Service

Wadsworth,Y.(1989) *Do It Yourself Social Research*, (2nd edition) Melbourne:Victorian Council for Social Service

Disabilities

ALBSU(1985) Special Needs,*Viewpoints* , Issue No 2 (cited RaPAL Bibliography)

Clear,M. & Green,J.(1985) *Practical Literacy and Numeracy Modules: a guide to functional programming for people with intellectual disabilities*, NSW TAFE

Loudon, A., Cameron, B., Kennelly,L., Oliver, R., Masterton, A. & Lethbridge, C.(1989) *A Report on the Trialling of Reteaching Literacy to Adults with Acquired Dysphasia*, Brookvale TAFE, NSW: National Policy on Languages

Snell, M.E.(ed)(1987) *Systematic Instruction of Persons with Severe Handicaps* (3rd edition), Charles-Merrill

Distance Literacy

Distance Literacy issue, *Literacy Exchange* (1988), August,Vol.3

Resources issue, *Literacy Exchange* (1989), December, Vol.3

Holmberg, B. & Baarth,J.(1982) *Distance Education: A Short Handbook,* Malmo

Jenkins,J.(1981) *Material for Living - How to Teach Adults at a Distance,* London: Routledge and Kegan Paul

Kaye,A. & Harry,K.(1982) *Using the Media for Adult Basic Education*, London

Genre & Systemic Linguistics

Christie, F. (1987) *Language Education*, Geelong: Deakin University Press

Christie, F.(ed)(1990) *Literacy for a Changing World: A Fresh Look at the Basics*, Melbourne: ACER

Halliday, M.A.K.(1988) *Spoken and Written Language*, Geelong: Deakin University Press

Hammond,J. & Hood,S.(1990) Genres and Literacy in the Adult ESL Context, *Australian Journal of Reading*, Vol.13,No.1

Hammond,J. & King, R.(1989) *The Application of Systemic Functional Linguistics in Teaching First Phase NESB Students*, ATESOL Summer School Papers, Sydney

McCormack, R.(1990) Genre and Process, *Viewpoints* , No.37

Libraries and Literacy

Hayles, L.(ed)(1989) *Making Moves in Literacy: Libraries supporting adult literacy and basic education in Victoria*, Proceedings of two workshops organised by the Australian Libraries and Information Association

'Libraries and Literacy: Read All About It ?(1990) *Australasian Public Libraries and Information Services*, Vol.3, No.3, Proceedings of the Literacy Conference conducted by the Public Libraries and the Literacy Sections, of the Australian Libraries and Information Association

Literacy/Numeracy Surveys

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Appendix 1 ABE Research Project: Research Survey

Please fill out this survey and return to :
Ms Terri Ryan
Adult Basic Education Research Project
I.T.A.T.E.
P.O. Box K12
HAYMARKET NSW 2000
before 18th September, if possible.

For the purposes of this survey, please focus on research that is relevant to **adults** in basic education and related fields. Fields related to adult basic education may include applied linguistics, reading disabilities and optical/medical areas.

Review of Research

Part 1 of the project, the review of research, aims to bring together research in adult basic education and related fields. Your answers will assist in locating and documenting research projects and contacts in the area.

1. Are you currently doing any research in adult basic education or a related field?
Yes/No
If so, please give a short description of the research including title, progress and how further information may be obtained.

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2. Have you in the past conducted any research in adult basic education or a related field ?
Yes/No
If so, please give a short description of the research including title, date and how further information may be obtained.

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3. **Are you aware of any research in progress in adult basic education or a related field that should be included in this review, eg. the work of graduate/postgraduate students, colleagues?**
   Yes/No
   If so, please give a title and point of contact for follow-up.

4. What would you identify as **key** priorities for future research in adult basic education ?

Research Handbook

Part 2 of the project, the Research Handbook, aims to provide basic 'how to' information for potential researchers in the field. Your answers will provide comprehensive, accurate information to help in future research efforts.

1. As a potential researcher, what information would you be looking for in a research handbook on adult basic education ?

2. Which **key** journals or organisations would you recommend for people wishing to do research in adult basic education ?

3. Can you list any **key** contacts in higher education and fields related to adult basic education that may be of assistance to potential researchers ?

4. What approaches to research would you consider to be **appropriate** to adult basic education?

5. What approaches to research would you consider to be **inappropriate** to adult basic education ?

Follow-up

1. Would you be willing to be contacted by phone for further discussion ?
   Yes/No

2. Would you be willing to be contacted in person for further discussion ?
   Yes/No

3. Would you like to be placed on the mailing list of a Research Network in Adult Basic Education ?
   Yes/No

Other comments or suggestions :

If possible, please enclose a summary or copy of research completed or in progress so that it may be included in the review, or alternatively a point of contact for follow-up. All research received will be placed in a central location for the use of practitioners and researchers in the field.

Please contact me on 217 9999 if you have any enquiries.

Thank you for your time and your assistance.

Name : ____________________ Tel : __________
Address : ____________________ Fax : __________
____
Position : ____________________
Organisation: ____________________

Appendix 2 Research Survey Respondents

Name	Position & Organisation
Christine Arthur	Part-time Teacher, ABE, Glendale TAFE, NSW
Elizabeth Bailey	Head Teacher, ABE, Wagga TAFE, NSW
Pam Barclay	Adult Literacy Officer, Townsville College of TAFE, Qld
Helen Bell	Lecturer, Aboriginal Education Assistants Program, Sydney University
Annie Bilton	Adult Literacy Officer, Mt Druitt TAFE, NSW
Steve Black	Co-ordinator, NPL Projects, 1989, Petersham TAFE, NSW
Mark Brennan	Director, Centre for Teaching and Research in Literacy, Charles Sturt University, Wagga Wagga, NSW
Noreen Brockway	Literacy/Numeracy Teacher, Blacktown District. Community College
Ann Butler	Vice-President, Adult Literacy Students' Club, NSW
Margaret Carruthers	Lecturer, Adelaide College of TAFE, SA
Barbara Carter	Adult Literacy and Basic Education Officer, East Metropolitan Council of Further Education, Victoria
Michael Christie	Teacher/Linguist, Yirrkala Community School, Nhulunby, NT
Sharon Coates	Regional Adult Literacy and Basic Education Officer, Division of Further Education, Victoria
Dr J.S.Conroy	Part-time Lecturer, Macarthur Institute of Higher Education
Dr Bob Conway	Senior Lecturer in Special Education, Hunter Institute of Higher Education/Newcastle University, NSW
David Crosbie	Deputy Director, Grassmere Youth Services, Doveton, Victoria
S.M. Cusack	Tutor, Aboriginal School of Bridging Education, Moree NSW

G.W.Falkenmire	Volunteer Tutor, Manly Warringah Evening College, NSW
W.P. Galvin	Head of ITQM Department, Hunter Institute of Higher Education/ Newcastle University, NSW
Joan Giumelli	Educational Co-ordinator, Literacy Network, Manly Warringah, NSW
Dr Patrick Griffin	Head, Assessment Research Centre, Phillip Institute of Technology, Victoria
Janet Hallinan	Hunter Regional Adult Education Officer, Hunter Regional Council of Adult Education, NSW
Jenny Hammond	National Centre for English Language Teaching and Research, Macquarie University, NSW
Edna Hartmann	Tutor Co-ordinator, ABE, Armidale, NSW
Sue Harvey	PT Literacy Teacher, Randwick TAFE, NSW
Noelene Healey	Home Tutor, Literacy Network, Manly-Warringah, NSW
Dr Michael Herriman	Director, Centre for ESL, University of Western Australia
Carolyn Hildebrand	Co-ordinator, North Brisbane Adult Literacy Centre
Mary Hutchison	Freelance Writer, ACT
Ann Kelly	Literacy Program Organiser, South Brisbane College of TAFE
Julia Knight	Co-ordinator/Lecturer: Adult Literacy/Numeracy, Project Read, Northern Territory University
Wendy Lander	Teacher-in-Charge: ABE, Narrandera TAFE, NSW
Janet Lawson	Teacher, ABE, Wetherill Park TAFE, NSW
Jan Lewis	Teacher, ABE, Lithgow TAFE, NSW
Liz Lewis	Consultant for Students with Disabilities, Lismore TAFE, NSW
Ruth Lipscombe	Education Officer, Dept of Employment, Education & Training, Cairns, Qld
Annette Loudon	Literacy Teacher, Brookvale TAFE, NSW

Allan Luke	A/Dean, Senior Lecturer, School of Education, James Cook University, Townsville, Qld
Lucy McConville	Adult Literacy Officer, Mt Druitt TAFE, NSW
Kinga MacPherson	Teacher: ABE, Bathurst TAFE, NSW
Robyn McPherson	Principal, Riverina Regional Evening College, NSW
Anne McRae	Teacher, ABE, Sydney Technical College
Alex Mateer	Executive Officer, Western Region for Adult Education, Bathurst, NSW
Bert Morris	Director, Centre for Research and Learning in Literacy, Griffith University, Brisbane
Howard Mould	Lecturer, Victoria College
P Mountney	Manager, Program Evaluation and Standards Review Branch, DEVET, Qld
Dawn Muir	Lecturer in Education, University of Queensland
Ruth Muir	Sessional Tutor, Access Ed, Melbourne Council of Adult Education/M.Ed. student
Ross Muller	Co-ordinator, Secondary Practice Teaching, Brisbane College of Advanced Education
Maurice Nevile	FT MA Student (Applied Linguistics), Volunteer Tutor, Literacy Network, Manly,NSW
Marie Persson	Head of Branch, General Studies, Randwick TAFE
John Platt	Associate Professor, Dept of Linguistics, Monash University, Victoria
Dr Norm Pyle	President of SPELD,Queensland Inc.
Dr M. Rado	Honorary Research Fellow, School of Education, LaTrobe University, Victoria
G.L. Robinson	Lecturer in Special Education, Hunter Institute of Higher Education/Newcastle University
John Sargeant	Curriculum Officer, Outer Eastern College of TAFE, Victoria

Hank Schaafsma	Senior Lecturer, ITATE/Faculty of Education, University of Technology, Sydney
Jean Searle	Co-ordinator, Adult Basic Education/Qld Distance Education College; President, Qld Council for AL.
Dr Peter Sloan	Senior Lecturer, Communications Education, West Australia College of Advanced Education
Colleen Smith	Lecturer, Perth Technical College
Rosemary Stevenson	Adult Literacy Officer, Katoomba TAFE, NSW
Cherry Stewart	Adult Literacy Officer, Inverell TAFE, NSW
Jeannette Thiering	Head of Division, Adult Basic Education, NSW TAFE
Neil Wales	Head Teacher, ABE, Wyong TAFE, NSW
Chris Walton	Lecturer in Education, Northern Territory University
Helen West	Adult Literacy Teacher, Miller TAFE, NSW
Rosie Wickert	Lecturer, School of Adult and Language Education, Faculty of Education, University of Technology, Sydney
S. Wilde	Senior Education Officer, Corrective Services, Bathurst, NSW

Appendix 3 People and Organisations Contacted

Sue Allison	Compiler, Workplace Basic Education Bibliography
Jonathon Anderson	Flinders University, South Australia
Dr Richard Bagnall	Senior Lecturer, Adult Education, University of New England, Armidale, NSW
Elizabeth Bailey	Head Teacher, Wagga College of TAFE, NSW
David Barton	RaPAL, Lancaster University, UK
Dr Mike Baynham	Previously RaPAL and ILEA, UK; Lecturer, School of Adult and Language Education, UTS
Susan Benedyka	Executive Officer, Riverina Regional Council of Adult Education, NSW
Sue Benson	DELTAA Project, National Centre for English Language Teaching and Research, Macquarie University, NSW
Steve Black	Co-ordinator, NPL Projects,NSW
Barrie Brennan	Senior Lecturer, Continuing Education, University of New England, Armidale, NSW
Mark Brennan	Director, Centre for Teaching & Research in Literacy, Charles Sturt University, Wagga Wagga, NSW
Roslin Brennan	Researcher, Riverina Literacy Research Project, Wagga Wagga, NSW
Sharon Coates	Regional Adult Literacy and Basic Education Officer, Central Metropolitan College of Further Education, Vic.
Diane Dell	Teacher ABE, (Distance Literacy/Numeracy), Open College of TAFE, NSW
Dr Mike Dilena	Lecturer, South Australia College of Advanced Education
Judy Eppinger	Consultant, Australian Council for Educational Research

Daryl Evans	Division of Further Education/Footscray TAFE, Victoria
Dr Peter Freebody	School of Behavioural Sciences, University of New England, Armidale, NSW
Jill Gillespie	Co-ordinator, Adult Literacy Information Office, Sydney
David Goldsworthy	Senior Consultant, Adult Literacy and Basic Education, Division of Further Education, Victoria
Dr Audrey Grant	Senior Lecturer, LaTrobe University, Victoria
Dr Patrick Griffin	Phillip Institute of Technology, Victoria
Jacinta Griffiths	Workplace Basic Education Project, Melbourne
Heather Haughton	Executive Officer, Victorian Adult Literacy and Basic Education Council
Lee Hayles	Access Resource Centre, Council of Adult Education, Melbourne
Sue Hood	Literacy Project Officer, Curriculum Support Unit, Adult Migrant Education Service, NSW
Sheilagh Kelly	Lecturer, School of Adult & Language Education, Faculty of Education, University of Technology, Sydney
Daniele Kemp	National Languages Institute of Australia
Jan Kindler	Adult Basic Education Resource & Information Service, Division of Further Education, Victoria
Christian Langeveldt	Librarian, former ITATE Library, now UTS Markets Campus Library
Robyn McPherson	Principal, Adult Evening College, Wagga Wagga
Vic Margan	Head of Division, Adult Basic Education, NSW TAFE
Dr Robert Mealyea	Lecturer in Social Education, Hawthorn Institute of Education (affiliated with University of Melbourne)
Val Moon	Information Services, State Library of NSW
Geraldine Munro	Project Officer, Office of Corrections, Victoria
Marian Norton	ILY Program Manager, Qld DEVET

Peter O'Connor	Workplace Basic Education Project Co-ordinator, NSW Adult Literacy Council
Geraldine Pancini	Compensatory Education, Footscray TAFE, Victoria
Mari Rhydwen	Co-ordinator, CATALPA, UTS, NSW
Jill Rossiter	Senior Education Officer, New Initiatives, NSW TAFE Special Programs
Gino Sabto	Researcher/Teacher, Mount Scopus Memorial College, Victoria
Susan Sim	Education Officer, Adult Literacy Information Office, Sydney
Ingrid Spielman	Database and Computing Consultant
Aileen Treloar	Project Officer, Division of Further Education; CATALPA, Victoria
Margaret Whetton	Bibliography Project, National Centre for Research & Teaching in Literacy, Macquarie University, NSW
Rosie Wickert	Lecturer, School of Adult and Language Education, Faculty of Education, University of Technology, Sydney
Janette Wright	Information Services, State Library of NSW
Jane Young	Teacher, ABE, NSW TAFE

And workshop, conference and forum participants:

- ABE Research Workshops, Sydney: June, 1989, ALIO; October, 1989, UTS
- Australian Libraries and Information Association Conference,'Literacy: Read All About It?', Melbourne, April 2-3, 1990
- 'Focus on ABE Research', ALIO, October 19, 1990
- 'A Focus on Research': Division of Further Education Research and Curriculum Forum, University of Melbourne, November 16, 1990

Appendix 4 Blank Indexing Sheet for Database

A.B.E. Research Project : Indexing Information

Title :

Publication Date :

Author :

Institution :

Place :

Publication Type :

Source :

Availability :

Notes :

Suggested keywords :

Abstract :

Appendix 5 Alphabetical List of Keywords:

from Australian Adult Basic Education Research Database (1990), First Edition

Aboriginal education
Aboriginal literacy
Access
Action research
Administration
Adult literacy programs
Adult numeracy programs
Age
Apprentices
Assessment
Barriers
Bilingual literacy
Case-studies
Classes
Cloze procedure
Cohesion
Communication
Communicative competence
Community
Community-based programs
Competency-based programs
Competence-based education
Computers
Cost-effectiveness
Course organisation
Courses
Curriculum
Deficit theory
Disabilities
Disadvantaged
Discourse structures
Distance education
Dysphasia
Early school leavers
Economic factors
Employers
Employment
English Speaking Background learners
Environmental factors
Equity
Ethnography
Evaluation
Expenditure
Family
First language illiteracy
Functional literacy
Further study
Genre
Good practice
Graphic literacy
Grounded theory
Group dynamics
Group teaching
Hearing impaired
History
Individual teaching
Informal reading inventories
Initial interview
Interpersonal communication
Interviews
Islander literacy
Language
Language experience approach
Languages
Learning styles
Libraries
Linguistics
Literacy

Literacy needs
Literacy practices
Literacy problems
Literacy surveys
Literacy workers
Literature
Longitudinal studies
Mathematical ability
Mathematics
Migrant women
Miscue analysis
Modes of deliver
Modular courses
Needs assessment
Non-English Speaking Background learners
Numeracy
Numeracy needs
Oral history
Oral/written language
Outcomes
Participation
Personal achievements
Personal growth
Plain english
Policy
Prior knowledge
Prisoners
Profiles
Program evaluation
Provision
Readability
Reading
Reading ability
Reading comprehension
Reading failure
Reading strategies
Rehabilitation
Religion
Resources
Rural areas
Schooling
Second language acquisition
Self-concept
Self-esteem
Self-paced learning
Social achievements
Social attitudes
Social benefits
Social class
Social costs
Social factors
Social literacy
Spelling
Staff development
Stigma
Student achievements
Student attitudes
Student characteristics
Students
Surveys
TAFE
TAFE students
Teacher education
Teachers
Teaching strategies
Teaching styles
Team-teaching
Technical prose
Technology
Text
Textbooks
Trade courses
Trade literacy
Trade maths
Tutor Training
Tutoring

Unions
Visually impaired
Vocabulary
Vocational literacy
Vocational maths
Vocational teachers
Volunteer tutors
Women
Workplace basic education
Workplace literacy
Workplace numeracy
Writing
Youth

Appendix 6 Notes on Submitting for Funding

The following is summarised from an unpublished paper, 'Planning and Proposing Projects for External Funding' by Jill Rossiter, Senior Education Officer, New Initiatives, TAFE NSW. It is available from the NSW Adult Literacy Information Office (02) 699-8955 or from Jill Rossiter (02) 289-7663.

The full paper includes illustrative selections from a range of actual project application forms and guidelines.

Project Description

- People involved in assessing projects for funding have commented on the difficulty of getting a clear, succinct overview of exactly what is being proposed and how it will be done.

- It may be useful to get someone outside your particular area of focus to read the description and comment on its clarity.

Project Evaluation/Monitoring

- Apart from communicating information on performance, another purpose of a project report is to inform others who may wish to replicate or build on it.

- Part of the evaluation, therefore, should comment on whether you would do the project again, what aspects you would retain and what aspects you would change.

- You need to consider both ongoing project monitoring and end of project evaluation.

Feasibility of Project

- Whilst often not specifically mentioned, this is an underlying concern: can the project be realistically achieved within the timeframe, funding and staffing available? Is the project too ambitious?

- Aspects to be considered here include: qualifications/expertise of staff; involvement of specialists or other agencies; past performance of the proposer; and overall objectives of the organisation or agency.

Project Outcomes

- Focus here on both immediate or direct outcomes, and longer term impacts, e.g. replicability in other areas, communication of experiences, resources and equipment developed to others, effect on provision.

Financial Accountability

- Both those with overall program responsibility and those responsible for individual projects need to ensure proper financial management. Government funding programs are often quite specific about how the money can be spent and how it is accounted for.

- Financial accountability is an issue in both non-government and government organisations. For non-government organisations, the concern is with the applicant organisation's financial viability and accountability. Issues such as employment arrangements, the status of resources and premises, and workers' compensation, insurance and public liability, need to be taken into account. When one or more sections of a government department receive project funding the department as a whole is held financially accountable and individual project managers need to work within the department's normal financial requirements.

Program Guidelines and Primary Purposes

- Set priorities and operational guidelines for projects need to be clearly spelt out. The purposes and objectives of the project are centrally significant and should be clearly stated.

- Take advantage of invitations to make initial telephone contact with advisors or program managers. This may assist with defining your project further. At the very least, it gives the opportunity to explain your project to an 'outsider' which will help in translating it to a written form.

- Any opportunity to make contact with others who have similar projects or who have previously attempted similar projects should be taken. Approach existing providers or people with particular expertise in your proposed project area.

Appendix 7 Journals and Newsletters relevant to ABE Research

See Chapter 4, Section 4, for more details on corresponding organisations and explanations of acronyms.

Aboriginal Child at School (University of Qld)
ACER Newsletter (ACER)
Adult Ed News (AAACE)
Adult Education (NIACE, UK)
Adult Education Quarterly (American Assoc. for Adult & Continuing Education)
Adult Literacy and Basic Education (Commission on Adult Basic Education, US)
ALBSU Newsletter (UK)
ARAN/Adult Reading Assistance Newsletter (ARLA, NZ)
ARIS Bulletin (DFE, Victoria)
ATESOL Bulletin (ATESOL)
Australasian Public Libraries and Information Services (ALIA)
Australian Journal of Adult Education (AAACE)
Australian Journal of Education (ACER)
Australian Journal of Linguistics (ALS)
Australian Journal of Reading (ARA)
Australian Journal of Remedial Education (AREA)
Australian Journal of TAFE Research and Development (TAFE National Centre, SA)
Australian Mathematics Teacher (AAMT)
Australian Review of Applied Linguistics (ALAA)
CATALPA Bulletin (CATALPA, UTS)
Convergence (ICAE, Canada)
Education Australia (LERN)
Education Links (Inner City Education Centre, Sydney)
Educational Studies in Mathematics (Holland)
English Today
Fine Print (VALBEC)
For the Learning of Mathematics: an International Journal of Mathematics Education (Canada)
Harvard Educational Review (Harvard University, US)
ILSCAE Newsletter (UK)
Interchange (NSW AMES)
International Journal of Lifelong Education (UK)
ITFL Newsletter (Canada)
Journal of Mathematical Behaviour (US Study Group for Mathematical Behaviour)
Journal of Reading (IRA, US)
Journal of Reading Behaviour (US)
Journal of Research in Reading (UK Reading Association)
Language Arts (National Council of Teachers of English, US)
Lifelong Learning (Adult Education Association of USA)

Literacy Exchange (NSW Adult Literacy Council)
Literacy Link (Australian Council for Adult Literacy)
Literacy Research Center Newsletter (LRC, US)
Literacy WA (WACAL)
Mathematics Education Research Journal (Mathematics Education Research Group, Australia, Monash University, Clayton, Victoria)
Modern English Teacher (UK)
New Zealand Journal of Adult Learning (NZ National Council on Adult Education)
Open Letter: Australian Journal for Adult Literacy Research and Practice (Deakin Uni)
Outreach (NCELTR)
PAM (MANSW)
PETA Newsletter (PETA)
Phi Delta Kappa (US)
Prospect (NCELTR)
RaPAL Bulletin (UK)
Reading Research Quarterly (IRA, US)
Reading Today (IRA,US)
Reflections (MANSW)
Research in the Teaching of English (US National Council of Teachers of English)
SPELD News (SPELD)
Studies in the Education of Adults (NIACE, UK)
TESOL Newsletter (US)
TESOL Quarterly (US)
The Mathematics Teacher (National Council of Teachers of Mathematics, UK)
The Reading Teacher (IRA, US)
Viewpoints (ALBSU, UK)
Vox (Australian Advisory Council on Language and Multicultural Education)
Write On (QCAL)

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Note: Where full details are given in the text, references are not listed again here.

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